

# **Appendix I**

## **Hard Copy Codebooks: Student and School**

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## **Student Codebook**

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Variable Name: STU\_ID

Record #1, Position: 1 - 5, Format: A5

Variable Label: Student ID

Variable Description:

- Student identifier assigned for all base year eligible students (including respondents, nonrespondents, and questionnaire incapable students). IDs randomly assigned from 10001 to 35206 across all students.

Code	Value Label	Frequency	Percentage
Alph	Alpha	23,415	100.00
TOTALS		23,415	100.00

Variable Name: SCH\_ID

Record #1, Position: 6 - 9, Format: A4

Variable Label: School ID

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- School identifier assigned for the base year sample high school. IDs randomly assigned from 1001 to 1944 across all high schools.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1NCESID

Record #1, Position: 10 - 21, Format: A12

Variable Label: X1 School identification number from CCD or PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1NCESID stores the 12-character NCES ID of the sample member's base year school (2009-2010 school year). The NCES ID is school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2005-2006 CCD and 2005-2006 PSS.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2NCESID

Record #1, Position: 22 - 33, Format: A12

Variable Label: X2 School identification number from CCD or PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2NCESID stores the 12-character NCES ID of the sample member's current or last attended school (2011-2012 school year).

Responding students with an enrollment status of transfer, early graduate, or dropout (X2ENROLSTAT=2,4,5) we are able to determine the school name for students that indicate their most recent school is not the base year school. Nonresponding students with an enrollment status of transfer (X2ENROLSTAT=2) could not be linked to their transfer school and are coded as -6.

Nonresponding early graduates, dropouts, both unknown and out of scope (X2ENROLSTAT=4,5,6,7,8) default to the base year school. All students with an enrollment status of home school (X2ENROLSTAT=3) are not linked to a school and are coded as -6.

The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2011-2012 CCD and 2011-2012 PSS.

Please note: CCD/PSS information for schools is from the latest source (2011-2012) possible to closely align to when data collection occurred. This is different from base year CCD/PSS variables where the version used to draw the sample is provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: STRAT\_ID

Record #1, Position: 34 - 36, Format: N3.

Variable Label: Stratum

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic stratum to be used for computing Taylor Series linearization variance estimates for all HSLs:09 base year data. The analytic strata were formed from information used to randomly select the sample of schools and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata each containing 2 or more PSUs per stratum (see PSU) is used in HSLs:09. See section 6.6.1 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: PSU

Record #1, Position: 37 - 38, Format: N2.

Variable Label: Primary sampling unit

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic primary sampling unit (PSU, i.e., school) to be used for computing Taylor Series linearization variance estimates for all HSLs:09 base year data. PSU is developed at the school level and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata (see STRAT\_ID) each containing 2 or more PSUs per stratum is used in HSLs:09. See section 6.6.1 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2UNIV1

Record #1, Position: 39 - 40, Format: A2

Variable Label: X2 Sample member status in BY and F1 rounds

Variable Description:

- Indicates simultaneously the base year and first follow-up status of sample members. This variable has valid values that account for every pattern encountered by HSLs:2009 sample members.

SAS Logic:

if X1SQSTAT in (1,2,3) and X2SQSTAT in (1,2,3,4) then X2UNIV1='11';  
 else if X1SQSTAT in (1,2,3) and X2SQSTAT ^in (1,2,3,4) then X2UNIV1='10';  
 else if X1SQSTAT ^in (1,2,3) and X2SQSTAT in (1,2,3,4) then X2UNIV1='01';  
 else if X1SQSTAT ^in (1,2,3) and X2SQSTAT ^in (1,2,3,4) then X2UNIV1='00'

Code	Value Label	Frequency	Percentage
11	BYR, F1R	18,623	79.53
10	BYR, F1NR	2,821	12.05
01	BYNR, F1R	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X2UNIV2A

Record #1, Position: 41 - 42, Format: N2.

Variable Label: X2 Base year status and how sample member entered F1 sample

Comment: "Base year questionnaire incapable" and "Base year nonrespondent" recoded as "Base year nonparticipant" on the public use file.

Variable Description:

- Indicates the base year status (respondent, non-respondent, questionnaire ineligible) for base year sample members.

SAS Logic:

if x1SQSTAT in (1,2,3) then X2UNIV2A=1;  
 else if X1SQSTAT=8 then X2UNIV2A=2;  
 else if X1SQSTAT=7 then X2UNIV2A=3;

Code	Value Label	Frequency	Percentage
1	Base year respondent	21,444	91.58
2	Base year nonparticipant	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X2UNIV2B

Record #1, Position: 43 - 44, Format: N2.

Variable Label: X2 Sample member F1 status

Comment: "Questionnaire incapable" and "Nonrespondent" recoded as "Nonparticipant" on the public use file.

Variable Description:

- Indicates first follow-up status of sample member (i.e., in school, in 11th grade; in school, not in 11th grade; dropout; homeschooled; early graduate; out of scope; F1 nonrespondent).

SAS Logic:

if X2SQSTAT in (1,2,3,4) then do;

if X2ENROLSTAT in (1,2) and S2GRD1112=3 then X2UNIV2B=1;

else if X2ENROLSTAT in (1,2) and S2GRD1112 in (1,2,4) then X2UNIV2B=2;

else if X2ENROLSTAT in (1,2) and S2GRD1112 in (5,-9) then X2UNIV2B=3;

else if X2ENROLSTAT=3 then X2UNIV2B=4;

else if X2ENROLSTAT=4 then X2UNIV2B=5;

else if X2ENROLSTAT=5 then X2UNIV2B=6;

end;

else if X2SQSTAT in (7) then X2UNIV2B=8;

else if X2SQSTAT in (8,9) and X2ENROLSTAT in (8,9) then X2UNIV2B=9;

else if X2SQSTAT in (8) then X2UNIV2B=7;

Code	Value Label	Frequency	Percentage
1	In school, in grade 11	18,727	79.98
2	In school, not in grade 11	817	3.49
3	In school, ungraded or unknown grade	183	0.78
4	Home schooled	236	1.01
5	Early graduate	189	0.81
6	Left school	442	1.89
7	Nonparticipant	2,658	11.35
9	Out of scope cases and deceased cases	163	0.70
TOTALS		23,415	100.00

Variable Name: W1STUDENT

Record #1, Position: 45 - 56, Format: N12.6

Variable Label: W1 Base year student analytic weight

Variable Description:

- Student weight used in analysis of data from all base year responding students. See section 6.4 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
0	No weight	1,971	8.42
C	1.815257 - 5500.47962	21,444	91.58
TOTALS		23,415	100.00

Variable Name: W1PARENT

Record #1, Position: 57 - 68, Format: N12.6

Variable Label: W1 Base year student home analytic weight

Variable Description:

- Weight used to conduct analyses that include contextual data on the student's home collected in the parent questionnaire. See section 6.5.3 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	6,986	29.84
C	2.685975 - 7603.29222	16,429	70.16
TOTALS		23,415	100.00

Variable Name: W1MATHTCH

Record #1, Position: 69 - 80, Format: N12.6

Variable Label: W1 Base year math-course enrollee analytic weight

Variable Description:

- Weight used to conduct analyses on the population of 9th-grade students with a mathematics course using student contextual data collected in the mathematics teacher questionnaire. See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	7,380	31.52
C	1.527745 - 4198.712927	16,035	68.48
TOTALS		23,415	100.00

Variable Name: W1SCITCH

Record #1, Position: 81 - 92, Format: N12.6

Variable Label: W1 Base year science-course enrollee analytic weight

Variable Description:

- Weight used to conduct analyses on the population of 9th-grade students with a science course using student contextual data collected in the science teacher questionnaire. See section 6.5.2 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	8,786	37.52
C	1.661774 - 6878.969497	14,629	62.48
TOTALS		23,415	100.00

Variable Name: W2STUDENT

Record #1, Position: 93 - 104, Format: N12.6

Variable Label: W2 First follow-up student analytic weight

Variable Description:

- Student weight used in analysis of data from all first follow-up responding students. See section 6.3 of the HSLS:09 First Follow-up Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	2,821	12.05
C	1.978904 - 6613.912053	20,594	87.95
TOTALS		23,415	100.00

Variable Name: W2W1STU

Record #1, Position: 105 - 116, Format: N12.6

Variable Label: W2 First follow-up student longitudinal weight

Variable Description:

- Student weight used in analysis of data from base year and first follow-up responding students. See section 6.4 of the HSLS:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	4,792	20.47
C	1.938374 - 7648.286264	18,623	79.53
TOTALS		23,415	100.00

Variable Name: W2PARENT

Record #1, Position: 117 - 128, Format: N12.6

Variable Label: W2 First follow-up student household analytic weight

Variable Description:

- Weight used to conduct analyses that include contextual data on the student's home collected in the first follow-up parent questionnaire. See section 6.4 of the HSLs:09 First Follow-up Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	14,794	63.18
C	3.02976 - 17773.607453	8,621	36.82
TOTALS		23,415	100.00

Variable Name: W2W1PAR

Record #1, Position: 129 - 140, Format: N12.6

Variable Label: W2 First follow-up student household longitudinal weight

Variable Description:

- Weight used to conduct analyses that include contextual data on the student's home collected in the base year and first follow-up responding parent questionnaires. See section 6.4 of the HSLs:09 First Follow-up Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No weight	17,044	72.79
C	6.507856 - 25717.999276	6,371	27.21
TOTALS		23,415	100.00

Variable Name: X1SEX

Record #1, Position: 141 - 142, Format: N2.

Variable Label: X1 Student's sex

Variable Description:

- Sex of the sample member, taken from the base year student questionnaire, parent questionnaire, and/or school-provided sampling roster. If the sex indicated by any of these three sources was inconsistent, X1SEX was coded based on manual review of the sample member's first name.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Male	11,920	50.91
2	Female	11,489	49.07
-9	Missing	6	0.03
TOTALS		23,415	100.00

Variable Name: X1RACE

Record #1, Position: 143 - 144, Format: N2.

Variable Label: X1 Student's race/ethnicity-composite

Variable Description:

- X1RACE characterizes the sample member's race/ethnicity by summarizing the following six dichotomous race/ethnicity composites: X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. The dichotomous race/ethnicity composites are based on data from the student questionnaire, if available; if not available from the student questionnaire, they are based on, in order of preference, data from the school-provided sampling roster or data from the parent questionnaire. X1RACE is derived from the six dichotomous race/ethnicity variables listed above (though the imputed values of X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN are not stored on the data file). If any of these input variables are imputed, then the imputation flag for X1RACE (X1RACE\_IM) is set to 1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Amer. Indian/Alaska Native, non-Hispanic	165	0.70
2	Asian, non-Hispanic	1,910	8.16
3	Black/African-American, non-Hispanic	2,444	10.44
4	Hispanic, no race specified	397	1.70
5	Hispanic, race specified	3,366	14.38
6	More than one race, non-Hispanic	1,941	8.29
7	Native Hawaiian/Pacific Islander, non-Hispanic	110	0.47
8	White, non-Hispanic	12,076	51.57
-9	Missing	1,006	4.30
TOTALS		23,415	100.00

Variable Name: X1HISPANIC

Record #1, Position: 145 - 146, Format: N2.

Variable Label: X1 Student is Hispanic/Latino/Latina-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,646	79.63
1	Yes	3,763	16.07
-9	Missing	1,006	4.30
TOTALS		23,415	100.00

Variable Name: X1WHITE

Record #1, Position: 147 - 148, Format: N2.

Variable Label: X1 Student is White-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Student is not White	5,886	25.14
1	Student is White	16,995	72.58
-9	Missing	534	2.28
TOTALS		23,415	100.00

Variable Name: X1BLACK

Record #1, Position: 149 - 150, Format: N2.

Variable Label: X1 Student is Black or African American-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student

questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents) ; if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Student is not Black	19,125	81.68
1	Student is Black	3,756	16.04
-9	Missing	534	2.28
TOTALS		23,415	100.00

Variable Name: X1ASIAN

Record #1, Position: 151 - 152, Format: N2.

Variable Label: X1 Student is Asian-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents) ; if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1PACISLE

Record #1, Position: 153 - 154, Format: N2.

Variable Label: X1 Student is Native Hawaiian/Pacific Islander-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race/ethnicity from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race/ethnicity on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1AMINDIAN

Record #1, Position: 155 - 156, Format: N2.

Variable Label: X1 Student is American Indian/Alaska Native-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X1HISPANIC, X1WHITE, X1BLACK, X1ASIAN, X1PACISLE, and X1AMINDIAN. Each of these dichotomous composites is based on data from the student questionnaire; if missing from the student questionnaire, they are based on the presence of the race/ethnicity from the school-provided sampling roster; if still missing, they are based on the presence of the race from the parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents); if still missing, they are based on the presence of another race on the school-provided sampling roster (to set values to "No"). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X1RACE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1HISPTYPE

Record #1, Position: 157 - 158, Format: N2.

Variable Label: X1 Student's Hispanic/Latino/Latina subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1HISPTYPE indicates the sample member's Hispanic subgroup, where applicable. Information on Hispanic subgroup is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the base year parent questionnaire (if the base year parent questionnaire includes information about a particular Hispanic subgroup for both biological parents or one of the biological parents if the other biological parent is not Hispanic or is missing).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1ASIANTYPE

Record #1, Position: 159 - 160, Format: N2.

Variable Label: X1 Student's Asian subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1ASIANTYPE indicates the sample member's Asian subgroup, where applicable. Information on Asian subgroup is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the base year parent questionnaire (if the base year parent questionnaire includes information about a particular Asian subgroup for both biological parents or one of the biological parents if the other biological parent is not Asian or is missing).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1NATIVELANG

Record #1, Position: 161 - 162, Format: N2.

Variable Label: X1 Student's native language

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates the language the sample member first learned to speak. X1NATIVELANG is taken from the base year student questionnaire, i.e. S1LANG1ST (whether sample member first learned to speak English, Spanish, and/or another language) and S1LANG1STOS (non-English language sample member first learned to speak); if missing in the base year student questionnaire, X1NATIVELANG is taken from the base year parent questionnaire, i.e. P1HOMELANG (whether a language other than English is spoken in the home) and P1RSPLANG (language parent respondent usually speaks to sample member). If missing from both sources, X1NATIVELANG is statistically imputed for base-year student survey respondents (imputed values in X1NATIVELANG can be identified using X1NATIVEL\_IM). For sample members who first learned both English and a non-English language, X1NATIVELANG is coded with the applicable non-English language (see also X1DUALLANG).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1DUALLANG

Record #1, Position: 163 - 164, Format: N2.

Variable Label: X1 Student dual-first language indicator

Variable Description:

- Indicates whether the language the sample member first learned to speak was English only, a non-English language only, or English and a non-English language equally. This variable is computed from information taken from the base-year student questionnaire (S1LANG1ST). See also X1NATIVELANG for further specificity of non-English languages.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	First language is English only	17,863	76.29
2	First language is a non-English language only	2,201	9.40
3	First language is English and non-English equally	1,355	5.79
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	25	0.11
TOTALS		23,415	100.00

Variable Name: X1STDOB

Record #1, Position: 165 - 170, Format: A6

Variable Label: X1 Student's date of birth (YYYYMM)

Comment: Dates recoded on the public use file as follows: 1992 or earlier are recoded as 1992MM and 1996 or later are recoded as 1996MM. For dates where the year is bottom or top coded, the month value is left intact.

Variable Description:

- Indicates the sample member's birth year and month; X1STDOB is taken from the base year student questionnaire, and, if missing in the base year student questionnaire, from the school-provided sampling roster. In cases where the student questionnaire birth date is entirely missing, only the birth year is provided from the sampling roster, and X1STDOB is filled with YYYY00.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	23,241	99.26
-9	Missing	174	0.74
TOTALS		23,415	100.00

Variable Name: X1TXMTH

Record #1, Position: 171 - 177, Format: N7.4

Variable Label: X1 Mathematics theta score

Variable Description:

- The math theta score represents the student's ability level on a continuous scale. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). When the score is not available, X1TXMTH1-5 are created as the multiple imputation values for X1TXMTH. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the theta score is X1TXMSEM. The standardized form of the mathematics theta score is X1TXMTSCOR. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math theta score.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.5751 - 3.0283	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM

Record #1, Position: 178 - 184, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement for raw theta score

Variable Description:

- The standard error of measurement (SEM) for the theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. When the score is not available, X1TXMSEM1-5 are created as the multiple imputation values for X1TXMSEM. X1TXMSEM is the mean of X1TXMSEM1-5. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math theta SEM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.1727 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSCR

Record #1, Position: 185 - 191, Format: N7.4

Variable Label: X1 Mathematics IRT-estimated number right score (of 72 base year items)

Variable Description:

- The math IRT-estimated scale score is a criterion-referenced measure of achievement. The criterion is the set of skills defined by the HSLs:09 framework and represented by the 72 items in the HSLs:09 math item pool. The estimated scale score for math is an estimate of the number of items students would have answered correctly had they responded to all 72 items in the item pool. The ability estimates and item parameters derived from the IRT calibration can be used to calculate each student's probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number-correct scale score. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math scale score.

Code	Value Label	Frequency	Percentage
C	15.8527 - 69.9317	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMTSCOR

Record #1, Position: 192 - 198, Format: N7.4

Variable Label: X1 Mathematics standardized theta score

Variable Description:

- The math standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated percent-correct score which represents status with respect to achievement on a particular criterion set of test items). The standardized T score is a transformation of the IRT theta (ability) estimate, rescaled to a mean of 50 and standard deviation of 10. An advantage of the standardized score over the raw theta score is that it facilitates comparisons in standard deviation units. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math T score.

Code	Value Label	Frequency	Percentage
C	24.018 - 82.1876	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMQUINT

Record #1, Position: 199 - 200, Format: N2.

Variable Label: X1 Mathematics quintile score

Variable Description:

- The math quintile score is a norm-referenced measure of achievement. The quintile score divides the weighted (population estimate) achievement distributions into five equal groups, based on math score (X1TXMTSCOR). Quintile 1 corresponds to the lowest-achieving one-fifth of the population, quintile 5 the highest. To determine the quintile cut-points, the weighted distribution of the standardized scores was divided at the 20th, 40th, 60th, and 80th percentiles. Cut points were matched to unrounded standardized scores. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math quintile score.

Code	Value Label	Frequency	Percentage
1	First (lowest) quintile	3,666	15.66
2	Second quintile	3,904	16.67
3	Third (middle) quintile	4,323	18.46
4	Fourth quintile	4,647	19.85
5	Fifth (highest) quintile	4,904	20.94
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMPROF1

Record #1, Position: 201 - 207, Format: N7.4

Variable Label: X1 Mathematics proficiency probability score: level 1

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSL:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSL:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 1: algebraic expressions. Students able to answer questions like these have an understanding of algebraic basics including evaluating simple algebraic expressions and translating between verbal and symbolic representations of expressions. See Chapter 2 of the HSL:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability score.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.0076 - 1	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMPROF2

Record #1, Position: 208 - 214, Format: N7.4

Variable Label: X1 Mathematics proficiency probability score: level 2

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSL:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSL:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 2: multiplicative and proportional thinking. Students able to answer questions like these have an understanding of proportions and multiplicative situations and can solve proportional situation word problems, find the percent of a number, and identify equivalent algebraic expressions for multiplicative situations. See Chapter 2 of the HSL:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.0099 - 1	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMPROF3

Record #1, Position: 215 - 221, Format: N7.4

Variable Label: X1 Mathematics proficiency probability score: level 3

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSL:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSL:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 3: algebraic equivalents. Students able to answer questions like these have an understanding of algebraic equivalents and can link equivalent tabular and symbolic representations of linear equations, identify equivalent lines and find the sum of variable expressions. See Chapter 2 of the HSL:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.0272 - 1	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMPROF4

Record #1, Position: 222 - 228, Format: N7.4

Variable Label: X1 Mathematics proficiency probability score: level 4

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSL:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSL:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 4: systems of equations. Students able to answer questions like these have an understanding of systems of linear equations and can solve such systems algebraically and graphically and characterize the lines

(parallel, intersecting, collinear) represented by a system of linear equations. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0367 - 0.9982	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMPROF5

Record #1, Position: 229 - 235, Format: N7.4

Variable Label: X1 Mathematics proficiency probability score: level 5

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark five levels on the mathematics scale developed in HSLs:09. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLs:09 proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 5: linear functions. Students able to answer questions like these have an understanding of linear functions and can find and use slopes and intercepts of lines, and use functional notation. See Chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0462 - 0.9796	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1MACC

Record #1, Position: 236 - 237, Format: N2.

Variable Label: X1 Mathematics assessment accommodations

Variable Description:

- Whether accommodation(s) were provided for assessment administration to students with special needs - either identified in an IEP or specified by a school official at the time of test administration: no accommodation needed; extra time for test or other special test accommodations needed (e.g., use of calculator, tests read to student). X1MACC was set to 1 if special test accommodations and/or extra time were needed. Those taking a test but not requiring test accommodations had X1MACC=0. X1MACC=-8 for those that did not take the test.

Code	Value Label	Frequency	Percentage
0	No	20,314	86.76
1	Yes	467	1.99
-8	Unit non-response/component not applicable	2,634	11.25
TOTALS		23,415	100.00

Variable Name: X1PARRESP

Record #1, Position: 238 - 239, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is Parent 1

Variable Description:

- Indicates whether or not the parent questionnaire respondent is "parent #1"; that is, the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. The parent questionnaire respondent is always "parent #1" except in cases where: (1) the respondent is a grandparent, other adult relative, or other non-parent guardian, and (2) there are two biological, adoptive, step, or foster parents in the home. In such cases (i.e. where P1RELSHP > 8 and P1HHPARENT = 2), "parent #1" and "parent #2" are the parents identified in P1HHPARREL1 and P1HHPARREL2.

Code	Value Label	Frequency	Percentage
0	Parent questionnaire respondent is neither P1 nor P2	56	0.24
1	Parent questionnaire respondent is P1	16,732	71.46
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1P1RELATION

Record #1, Position: 240 - 241, Format: N2.

Variable Label: X1 Parent 1: relationship to 9th grader

Comment: Non-partner guardian relationships recoded as other guardian on the public use file. ("Other guardian" includes foster parent, partner, grandparent, and other relative, as well as other guardian.)

Variable Description:

- Indicates the relationship of "parent #1" to the sample member; "parent #1" is the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1P1RELATION is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1P1RELATION is statistically imputed for cases with a completed parent interview (imputed values in X1P1RELATION can be identified using X1P1RELAT\_IM).

Code	Value Label	Frequency	Percentage
1	Biological mother	11,952	51.04
2	Biological father	3,486	14.89
3	Adoptive mother	311	1.33
4	Adoptive father	118	0.50
5	Stepmother	164	0.70
6	Stepfather	157	0.67
15	Other female guardian or relative	492	2.10
16	Other male guardian or relative	108	0.46
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1PAR1EDU

Record #1, Position: 242 - 243, Format: N2.

Variable Label: X1 Parent 1: highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by "parent #1"; "parent #1" is the parent to whom all "parent #1" variables (e.g., X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1PAR1EDU is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR1EDU is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1EDU can be identified using X1PAR1EDU\_IM).

Code	Value Label	Frequency	Percentage
1	Less than high school	1,342	5.73
2	High school diploma or GED	6,795	29.02
3	Associate's degree	2,562	10.94
4	Bachelor's degree	3,893	16.63
5	Master's degree	1,614	6.89
7	Ph.D/M.D/Law/other high lvl prof degree	578	2.47
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X1PAR1EMP

Record #1, Position: 244 - 245, Format: N2.

Variable Label: X1 Parent 1: employment status

Variable Description:

- Indicates the employment status of "parent #1"; "parent #1" is the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1PAR1EMP is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR1EMP is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1EMP can be identified using X1PAR1EMP\_IM).

Code	Value Label	Frequency	Percentage
1	P1 has never worked for pay	551	2.35
2	P1 not currently working for pay	4,142	17.69
3	P1 currently working PT (<35 hrs/wk)	2,362	10.09
4	P1 currently working FT (>=35 hrs/wk)	9,706	41.45
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: X1PAR1OCC2

Record #1, Position: 246 - 247, Format: N2.

Variable Label: X1 Parent 1: current/most recent occupation: 2-digit ONET code

Variable Description:

- X1PAR1OCC2 stores the 2-digit Occupational Information Network (O\*NET) code of "parent #1's" current (or most recent) job; "parent #1" is the parent to whom all "parent #1" variables (e.g., X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. Use X1PAR1EMP to distinguish whether the code stored in X1PAR1OCC2 refers to a current or most recent job.

X1PAR1OCC2 is taken from the base year parent questionnaire; if missing or "uncodeable" from the base year parent questionnaire, X1PAR1OCC2 is statistically imputed for cases with a completed parent interview (imputed values in X1PAR1OCC2 can be identified using X1PAR1OCC\_IM). See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,320	9.91
13	Business and Financial Operations Occupations	784	3.35
15	Computer and Mathematical Occupations	366	1.56
17	Architecture and Engineering Occupations	277	1.18
19	Life, Physical, and Social Science Occupations	200	0.85
21	Community and Social Services Occupations	365	1.56
23	Legal Occupations	203	0.87
25	Education, Training, and Library Occupations	1,544	6.59
27	Arts, Design, Entertainment, Sports, and Media Occupations	237	1.01
29	Healthcare Practitioners and Technical Occupations	1,421	6.07
31	Healthcare Support Occupations	675	2.88
33	Protective Service Occupations	233	1.00
35	Food Preparation and Serving Related Occupations	657	2.81
37	Building and Grounds Cleaning and Maintenance Occupations	379	1.62
39	Personal Care and Service Occupations	637	2.72
41	Sales and Related Occupations	1,157	4.94
43	Office and Administrative Support Occupations	2,459	10.50
45	Farming, Fishing, and Forestry Occupations	133	0.57
47	Construction and Extraction Occupations	338	1.44
49	Installation, Maintenance, and Repair Occupations	315	1.35
51	Production Occupations	952	4.07
53	Transportation and Material Moving Occupations	499	2.13
55	Military Specific Occupations	71	0.30
99	Uncodeable	1	0.00
-7	Item legitimate skip/NA	551	2.35
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	14	0.06
TOTALS		23,415	100.00

Variable Name: X1PAR1OCC6

Record #1, Position: 248 - 253, Format: N6.

Variable Label: X1 Parent 1: current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1PAR1OCC6 stores the 6-digit Occupational Information Network (O\*NET) code of "parent #1's" current (or most recent) job; "parent #1" is the parent to whom all "parent #1" variables (e.g., X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. Use X1PAR1EMP to distinguish whether the code stored in X1PAR1OCC6 refers to a current or most recent job. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy. Please note that if the value of X1PAR1OCC2 was imputed to a value of "XX", X1PAR1OCC6 is imputed to a value of "XX0000" (as opposed to a more-specifically imputed value of "XXXXXX"). Imputed values in these variables can be identified by using the variable X1PAR1OCC\_IM.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1PAR1RACE

Record #1, Position: 254 - 255, Format: N2.

Variable Label: X1 Parent 1: race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- Characterizes the race/ethnicity of "parent #1", as reported by the parent questionnaire respondent; "parent #1" is the parent to whom all "parent #1" variables (e.g. X1P1RELATION, X1PAR1EMP, P1YRBORN1, P1USYR1, etc.) refer. X1PAR1RACE summarizes the following 6 dichotomous race/ethnicity variables drawn from the parent questionnaire: P1HISP1, P1WHITE1, P1BLACK1, P1ASIAN1, P1PACISLE1, and P1AMINDIAN1.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	1,239	5.29
3	Black/African-American, non-Hispanic	1,564	6.68
4	Hispanic, no race specified	629	2.69
5	Hispanic, race specified	1,517	6.48
6	More than one race, non-Hispanic	628	2.68
8	White, non-Hispanic	10,159	43.39
9	Other, non-Hispanic	159	0.68
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	893	3.81
TOTALS		23,415	100.00

Variable Name: X1P2RELATION

Record #1, Position: 256 - 257, Format: N2.

Variable Label: X1 Parent 2: spouse's relationship to 9th grader

Comment: Non-partner guardian relationships recoded as other guardian on the public use file. ("Other guardian" includes foster parent, partner, grandparent, and other relative, as well as other guardian.)

Variable Description:

- Indicates the relationship of "parent #2" to the sample member; "parent #2" is the parent to whom all "parent #2" variables (e.g. X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Parent #2 is usually the spouse/partner of the respondent unless the respondent is not a parent or parent figure and there are two parents also living in the household. X1P2RELATION is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1P2RELATION is statistically imputed for cases with a completed parent interview (imputed values in X1P2RELATION can be identified using X1P2RELAT\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Biological mother	2,805	11.98
2	Biological father	7,364	31.45
3	Adoptive mother	92	0.39
4	Adoptive father	328	1.40
5	Stepmother	329	1.41
6	Stepfather	1,619	6.91
15	Other female guardian or relative	119	0.51
16	Other male guardian or relative	513	2.19
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1PAR2EDU

Record #1, Position: 258 - 259, Format: N2.

Variable Label: X1 Parent 2: highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by "parent #2"; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2EDU is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2EDU is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2EDU can be identified using X1PAR2EDU\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than high school	1,327	5.67
2	High school diploma or GED	5,668	24.21
3	Associate's degree	1,596	6.82
4	Bachelor's degree	2,839	12.12
5	Master's degree	1,032	4.41
7	Ph.D/M.D/Law/other high lvl prof degree	703	3.00
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X1PAR2EMP

Record #1, Position: 260 - 261, Format: N2.

Variable Label: X1 Parent 2: employment status

Variable Description:

- Indicates the employment status of "parent #2"; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2EMP is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2EMP is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2EMP can be identified using X1PAR2EMP\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	P2 has never worked for pay	419	1.79
2	P2 not currently working for pay	2,185	9.33
3	P2 currently working PT (<35 hrs/wk)	955	4.08
4	P2 currently working FT (>=35 hrs/wk)	9,591	40.96
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	19	0.08
TOTALS		23,415	100.00



Variable Name: X1PAR2OCC2

Record #1, Position: 262 - 263, Format: N2.

Variable Label: X1 Parent 2: current/most recent occupation: 2-digit ONET code

Variable Description:

- X1PAR2OCC2 stores the 2-digit Occupational Information Network (O\*NET ) code of "parent #2's" current (or most recent) job; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Use X1PAR2EMP to distinguish whether the code stored in X1PAR2OCC2 refers to a current or most recent job. X1PAR2OCC2 is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAR2OCC2 is statistically imputed for cases with a completed parent interview (imputed values in X1PAR2OCC2 can be identified using X1PAR2OCC\_IM). See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,157	9.21
13	Business and Financial Operations Occupations	540	2.31
15	Computer and Mathematical Occupations	389	1.66
17	Architecture and Engineering Occupations	445	1.90
19	Life, Physical, and Social Science Occupations	142	0.61
21	Community and Social Services Occupations	175	0.75
23	Legal Occupations	164	0.70
25	Education, Training, and Library Occupations	573	2.45
27	Arts, Design, Entertainment, Sports, and Media Occupations	188	0.80
29	Healthcare Practitioners and Technical Occupations	725	3.10
31	Healthcare Support Occupations	199	0.85
33	Protective Service Occupations	356	1.52
35	Food Preparation and Serving Related Occupations	323	1.38
37	Building and Grounds Cleaning and Maintenance Occupations	338	1.44
39	Personal Care and Service Occupations	240	1.02
41	Sales and Related Occupations	833	3.56
43	Office and Administrative Support Occupations	818	3.49
45	Farming, Fishing, and Forestry Occupations	157	0.67
47	Construction and Extraction Occupations	1,027	4.39
49	Installation, Maintenance, and Repair Occupations	825	3.52
51	Production Occupations	1,161	4.96
53	Transportation and Material Moving Occupations	851	3.63
55	Military Specific Occupations	116	0.50
99	Uncodeable	5	0.02
-7	Item legitimate skip/NA	4,038	17.25
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	3	0.01
TOTALS		23,415	100.00

Variable Name: X1PAR2OCC6

Record #1, Position: 264 - 269, Format: N6.

Variable Label: X1 Parent 2: current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1PAR2OCC6 stores the 6-digit Occupational Information Network (O\*NET ) code of "parent #2's" current (or most recent) job; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. Use X1PAR2EMP to distinguish whether the code stored in X1PAR2OCC6 refers to a current or most recent job. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy. Please note that if the value of X1PAR2OCC2 was imputed to a value of "XX", X1PAR2OCC6 is imputed to a value of "XX0000" (as opposed to a more-specifically imputed value of "XXXXXX"). Imputed values in these variables can be identified by using the variable X1PAR2OCC\_IM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1PAR2RACE

Record #1, Position: 270 - 271, Format: N2.

Variable Label: X1 Parent 2: race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- Characterizes the race/ethnicity of "parent #2", as reported by the parent questionnaire respondent; "parent #2" is the parent to whom all "parent #2" variables (e.g., X1P2RELATION, X1PAR2EMP, P1YRBORN2, P1USYR2, etc.) refer. X1PAR2RACE summarizes the following 6 dichotomous race/ethnicity variables drawn from the parent questionnaire: P1HISP2, P1WHITE2, P1BLACK2, P1ASIAN2, P1PACISLE2, and P1AMINDIAN2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Asian, non-Hispanic	1,119	4.78
3	Black/African-American, non-Hispanic	976	4.17
4	Hispanic, no race specified	460	1.96
5	Hispanic, race specified	1,156	4.94
6	More than one race, non-Hispanic	289	1.23
8	White, non-Hispanic	8,424	35.98
9	Other, non-Hispanic	117	0.50
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	628	2.68
TOTALS		23,415	100.00

Variable Name: X1PAREDU

Record #1, Position: 272 - 273, Format: N2.

Variable Label: X1 Parents/guardians' highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- Indicates the highest level of education achieved by either parent living in the sample member's home. X1PAREDU is constructed from two composite variables (X1PAR1EDU and X1PAR2EDU) which contain imputed values; if either of these two input variables are imputed and the highest level of education could not be inferred from non-imputed data, then the imputation flag for X1PAREDU (X1PAREDU\_IM) is set to 1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than high school	1,010	4.31
2	High school diploma or GED	5,909	25.24
3	Associate's degree	2,549	10.89
4	Bachelor's degree	4,102	17.52
5	Master's degree	2,116	9.04
7	Ph.D/M.D/Law/other high lvl prof degree	1,096	4.68
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	6	0.03
TOTALS		23,415	100.00

Variable Name: X1PARPATTERN

Record #1, Position: 274 - 275, Format: N2.

Variable Label: X1 P1-P2 relationship pattern

Comment: See the note at the end of the "Variable Description" for recoding information.

## Variable Description:

- This variable indicates: (1) whether there are one or two parents in sample member's home, (2) the relationship of those parent(s) to the sample member, and (3) if there are two parents in the home, the relationship of those parents to each other. This variable was derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values, as well as one parent questionnaire variable (P1HHTIME) which was imputed, when missing, for the purposes of constructing X1PARPATTERN (though the imputed values of P1HHTIME are not delivered).

Note: Combined "Bio/adoptive mother and non-partner guardian" with "Bio/adoptive mother and non-bio/adoptive partner" into "Bio/adoptive mother and other guardian" and combined "Bio/adoptive father and non-partner guardian" with "Bio/adoptive father and non-bio/adoptive partner" into "Bio/adoptive father and other guardian" on the public use file. ("Other guardian" includes stepparent, foster parent, partner, grandparent, and other relative, as well as other guardian.)

Code	Value Label	Frequency	Percentage
1	Two bio/adoptive parents	10,156	43.37
2	Bio/adoptive mother and other guardian	2,106	8.99
4	Bio/adoptive father and other guardian	499	2.13
6	Two other guardians	275	1.17
7	Bio/adoptive mother only	2,788	11.91
8	Bio/adoptive father only	477	2.04
9	Other female guardian only	191	0.82
10	Other male guardian only	35	0.15
11	Student lives with P1/P2 less than half the time	241	1.03
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	20	0.09
TOTALS		23,415	100.00

## Variable Name: X1MOMRESP

Record #1, Position: 276 - 277, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is mother

## Variable Description:

- Indicates whether or not the parent questionnaire respondent is a biological, adoptive, or step mother. X1MOMRESP is derived from three composite variables (X1P1RELATION, X1P2RELATION, and X1PARRESP).

Code	Value Label	Frequency	Percentage
0	Parent respondent is not bio/adoptive/step-mother	4,401	18.80
1	Parent respondent is bio/adoptive/step-mother	12,387	52.90
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

## Variable Name: X1MOMREL

Record #1, Position: 278 - 279, Format: N2.

Variable Label: X1 Mother/female guardian's relationship to 9th grader

## Variable Description:

- Indicates whether or not there is a biological, adoptive, or step mother in the sample member's household. X1MOMREL is derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values; if either of these two input variables is imputed and the presence of a mother in the household could not be determined from unimputed data, then the imputation flag for X1MOMREL (X1MOMREL\_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,156	4.94
1	Biological mother in household	14,757	63.02
2	Adoptive mother in household	398	1.70
3	Step-mother in household	477	2.04
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1MOMEDU

Record #1, Position: 280 - 281, Format: N2.

Variable Label: X1 Mother's/female guardian's highest level of education

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMEDU indicates the highest level of education achieved by that biological, adoptive, or step mother. X1MOMEDU is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EDU, and X1PAR2EDU) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for X1MOMEDU (X1MOMEDU\_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,156	4.94
1	Less than high school	1,284	5.48
2	High school diploma or GED	6,341	27.08
3	Associate's degree	2,519	10.76
4	Bachelor's degree	3,688	15.75
5	Master's degree	1,366	5.83
7	Ph.D/M.D/Law/other high lvl prof degree	430	1.84
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X1MOMEMP

Record #1, Position: 282 - 283, Format: N2.

Variable Label: X1 Mother/female guardian's employment status

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMEMP indicates the employment status of that biological, adoptive, or step mother. X1MOMEMP is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EMP, and X1PAR2EMP) which contain imputed values; if any of these four input variables are imputed and the mother's employment could not be determined from unimputed data, then the imputation flag for X1MOMEMP (X1MOMEMP\_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No biological, adoptive, or step-mother in household	1,156	4.94
1	Never worked for pay	733	3.13
2	Not currently working for pay, has in the past	4,026	17.19
3	Currently working for pay PT (<35 hrs/wk)	2,698	11.52
4	Currently working for pay FT (>=35 hrs/wk)	8,152	34.82
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	23	0.10
TOTALS		23,415	100.00

Variable Name: X1MOMOCC2

Record #1, Position: 284 - 285, Format: N2.

Variable Label: X1 Mother/female guardian's current/most recent occupation: 2-digit ONET code

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMOCC2 stores the 2-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step mother's current (or most recent) job. Use X1MOMEMP to distinguish whether the code stored in X1MOMOCC2 refers to a current job or most recent job. X1MOMOCC2 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC2, and X1PAR2OCC2) which contain imputed values; if any of these four input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for mother's occupation (X1MOMOCC\_IM) is set to 1. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No bio/adoptive/step-mother in household	1,156	4.94
11	Management Occupations	1,820	7.77
13	Business and Financial Operations Occupations	752	3.21
15	Computer and Mathematical Occupations	259	1.11
17	Architecture and Engineering Occupations	100	0.43
19	Life, Physical, and Social Science Occupations	157	0.67
21	Community and Social Services Occupations	336	1.43
23	Legal Occupations	183	0.78
25	Education, Training, and Library Occupations	1,707	7.29
27	Arts, Design, Entertainment, Sports, and Media Occupations	242	1.03
29	Healthcare Practitioners and Technical Occupations	1,527	6.52
31	Healthcare Support Occupations	751	3.21
33	Protective Service Occupations	119	0.51
35	Food Preparation and Serving Related Occupations	686	2.93
37	Building and Grounds Cleaning and Maintenance Occupations	381	1.63
39	Personal Care and Service Occupations	718	3.07
41	Sales and Related Occupations	1,130	4.83
43	Office and Administrative Support Occupations	2,712	11.58
45	Farming, Fishing, and Forestry Occupations	85	0.36
47	Construction and Extraction Occupations	63	0.27
49	Installation, Maintenance, and Repair Occupations	74	0.32
51	Production Occupations	751	3.21
53	Transportation and Material Moving Occupations	305	1.30
55	Military Specific Occupations	28	0.12
99	Uncodeable	3	0.01
-7	Item legitimate skip/NA	733	3.13
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	10	0.04
TOTALS		23,415	100.00

Variable Name: X1MOMOCC6

Record #1, Position: 286 - 291, Format: N6.

Variable Label: X1 Mother/female guardian's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMOCC6 stores the 6-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step mother's current (or most recent) job. Use X1MOMEMP to distinguish whether the code stored in X1MOMOCC6 refers to a current job or most recent job. X1MOMOCC6 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC6, and X1PAR2OCC6), all of which contain imputed values; if any of these input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for Mother's occupation (X1MOMOCC\_IM) is set to 1. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1MOMRACE

Record #1, Position: 292 - 293, Format: N2.

Variable Label: X1 Mother's race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X1MOMRACE characterizes the race/ethnicity of that biological, adoptive, or step mother. X1MOMRACE is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1RACE, and X1PAR2RACE).

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,156	4.94
2	Asian, non-Hispanic	1,241	5.30
3	Black/African-American, non-Hispanic	1,355	5.79
4	Hispanic, no race specified	585	2.50
5	Hispanic, race specified	1,459	6.23
6	More than one race, non-Hispanic	514	2.20
8	White, non-Hispanic	9,512	40.62
9	Other, non-Hispanic	147	0.63
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	819	3.50
TOTALS		23,415	100.00

Variable Name: X1DADRESP

Record #1, Position: 294 - 295, Format: N2.

Variable Label: X1 Whether parent questionnaire respondent is father

Variable Description:

- Indicates whether or not the parent questionnaire respondent is a biological, adoptive, or step father. X1DADRESP is derived from three composite variables (X1P1RELATION, X1P2RELATION, and X1PARRESP).

Code	Value Label	Frequency	Percentage
0	Parent respondent is not bio/adoptive/step-father	13,038	55.68
1	Parent respondent is bio/adoptive/step-father	3,750	16.02
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1DADREL

Record #1, Position: 296 - 297, Format: N2.

Variable Label: X1 Father/male guardian's relationship to 9th grader

Variable Description:

- Indicates whether or not there is a biological, adoptive, or step father in the sample member's household. X1DADREL is derived from two composite variables (X1P1RELATION and X1P2RELATION) which contain imputed values; if either of these two input variables is imputed and the presence of a father in the household could not be determined from unimputed data, then the imputation flag for X1DADREL (X1DADREL\_IM) is set to 1.

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3,721	15.89
1	Biological father in household	10,850	46.34
2	Adoptive father in household	445	1.90
3	Step-father in household	1,772	7.57
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1DADEDU

Record #1, Position: 298 - 299, Format: N2.

Variable Label: X1 Father's/male guardian's highest level of education

Comment: "Educational Specialist" diploma recoded as "Master's degree" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADEDU indicates the highest level of education achieved by that biological, adoptive, or step father. X1DADEDU is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EDU, and X1PAR2EDU) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for X1DADEDU (X1DADEDU\_IM) is set to 1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No bio/adoptive/step-father in household	3,721	15.89
1	Less than high school	1,205	5.15
2	High school diploma or GED	5,413	23.12
3	Associate's degree	1,493	6.38
4	Bachelor's degree	2,911	12.43
5	Master's degree	1,221	5.21
7	Ph.D/M.D/Law/other high lvl prof degree	820	3.50
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X1DADEMP

Record #1, Position: 300 - 301, Format: N2.

Variable Label: X1 Father/male guardian's employment status

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADEMP indicates the employment status of that biological, adoptive, or step father. X1DADEMP is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1EMP, and X1PAR2EMP) which contain imputed values; if any of these four input variables are imputed and the father's employment could not be determined from unimputed data, then the imputation flag for X1DADEMP (X1DADEMP\_IM) is set to 1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No bio/adoptive/step-father in household	3,721	15.89
1	Never worked for pay	180	0.77
2	Not currently working for pay, has in the past	1,806	7.71
3	Currently working for pay PT (<35 hrs/wk)	513	2.19
4	Currently working for pay FT (>=35 hrs/wk)	10,549	45.05
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	19	0.08
TOTALS		23,415	100.00

Variable Name: X1DADOCC2

Record #1, Position: 302 - 303, Format: N2.

Variable Label: X1 Father/male guardian's current/most recent occupation: 2-digit ONET code

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADOCC2 stores the 2-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step father's current (or most recent) job. Use X1DADEMP to distinguish whether the code stored in X1DADOCC2 refers to a current job or most recent job. X1DADOCC2 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC2, and X1PAR2OCC2) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for father's occupation (X1DADOCC\_IM) is set to 1. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No bio/adoptive/step-father in household	3,721	15.89
11	Management Occupations	2,516	10.75
13	Business and Financial Operations Occupations	540	2.31
15	Computer and Mathematical Occupations	479	2.05
17	Architecture and Engineering Occupations	593	2.53
19	Life, Physical, and Social Science Occupations	180	0.77
21	Community and Social Services Occupations	182	0.78
23	Legal Occupations	182	0.78
25	Education, Training, and Library Occupations	361	1.54
27	Arts, Design, Entertainment, Sports, and Media Occupations	171	0.73
29	Healthcare Practitioners and Technical Occupations	555	2.37
31	Healthcare Support Occupations	80	0.34
33	Protective Service Occupations	436	1.86
35	Food Preparation and Serving Related Occupations	233	1.00
37	Building and Grounds Cleaning and Maintenance Occupations	291	1.24
39	Personal Care and Service Occupations	100	0.43
41	Sales and Related Occupations	788	3.37
43	Office and Administrative Support Occupations	436	1.86
45	Farming, Fishing, and Forestry Occupations	188	0.80
47	Construction and Extraction Occupations	1,203	5.14
49	Installation, Maintenance, and Repair Occupations	1,002	4.28
51	Production Occupations	1,245	5.32
53	Transportation and Material Moving Occupations	964	4.12
55	Military Specific Occupations	155	0.66
99	Uncodeable	3	0.01
-7	Item legitimate skip/NA	180	0.77
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X1DADOCC6

Record #1, Position: 304 - 309, Format: N6.

Variable Label: X1 Father/male guardian's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADOCC6 stores the 6-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step father's current (or most recent) job. Use X1DADEMP to distinguish whether the code stored in X1DADOCC6 refers to a current job or most recent job. X1DADOCC6 is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1OCC6, and X1PAR2OCC6), all of which contain imputed values; if any of these input variables are imputed, then the imputation flag for father's occupation (X1DADOCC6\_IM) is set to 1. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1DADRACE

Record #1, Position: 310 - 311, Format: N2.

Variable Label: X1 Father's race/ethnicity



Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X1DADRACE characterizes the race/ethnicity of that biological, adoptive, or step father. X1DADRACE is derived from four composite variables (X1P1RELATION, X1P2RELATION, X1PAR1RACE, and X1PAR2RACE).

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	3,721	15.89
2	Asian, non-Hispanic	1,056	4.51
3	Black/African-American, non-Hispanic	960	4.10
4	Hispanic, no race specified	468	2.00
5	Hispanic, race specified	1,146	4.89
6	More than one race, non-Hispanic	352	1.50
8	White, non-Hispanic	8,359	35.70
9	Other, non-Hispanic	107	0.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	619	2.64
TOTALS		23,415	100.00

Variable Name: X1HHNUMBER

Record #1, Position: 312 - 313, Format: N2.

Variable Label: X1 Number of 2009 household members

Comment: Households with more than 11 members or with inputs (p2hhlt18 and p2hhge18) top coded at 9 are recoded as "11+ Household members" on the public use file.

Variable Description:

- Indicates the total number of people living in the sample member's household, as reported by the parent questionnaire respondent. X1HHNUMBER is the sum of P1HHLT18 (number of household members less than 18 years of age) and P1HHGE18 (number of household members 18 years or older), both of which are based on questions from the base year parent questionnaire which accepted only single-digit responses (i.e. the two input variables for this composite are essentially top-coded at 9). If either of these two input variables stores a value of 9, X1HHNUMBER will store a value (98 or 99) indicating that one or both of the input variables was top-coded; X1HHNUMBER values of 98 and 99 therefore refer to households where the exact number of household members can not be determined, but can be safely assumed to be 9 or greater. The two input variables for this composite were imputed for the purposes of constructing X1HHNUMBER (though the imputed values of P1HHLT18 and P1HHGE18 are not delivered). If either of these two inputs is imputed, then the imputation flag for X1HHNUMBER (X1HHNUMB\_IM) is set to 1.

Code	Value Label	Frequency	Percentage
2	2 Household members	851	3.63
3	3 Household members	3,309	14.13
4	4 Household members	5,977	25.53
5	5 Household members	3,820	16.31
6	6 Household members	1,689	7.21
7	7 Household members	632	2.70
8	8 Household members	266	1.14
9	9 Household members	109	0.47
10	10 Household members	55	0.23
11	11+ Household members	48	0.20
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	32	0.14
TOTALS		23,415	100.00

Variable Name: X1FAMINCOME

Record #1, Position: 314 - 315, Format: N2.

Variable Label: X1 Total family income from all sources 2008

Variable Description:

- X1FAMINCOME is a categorical variable which indicates the sample member's family income from all sources in 2008, as reported by the parent questionnaire respondent. If missing from the parent questionnaire, X1FAMINCOME is statistically imputed (imputed values in X1FAMINCOME can be identified by using X1FAMINC\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Family income less than or equal to \$15,000	1,570	6.71
2	Family income > \$15,000 and <= \$35,000	3,043	13.00
3	Family income > \$35,000 and <= \$55,000	2,762	11.80
4	Family income > \$55,000 and <= \$75,000	2,514	10.74
5	Family income > \$75,000 and <= \$95,000	1,855	7.92
6	Family income > \$95,000 and <= \$115,000	1,484	6.34
7	Family income > \$115,000 and <= \$135,000	964	4.12
8	Family income > \$135,000 and <= \$155,000	741	3.16
9	Family income > \$155,000 and <= \$175,000	367	1.57
10	Family income > \$175,000 and <= \$195,000	237	1.01
11	Family income > \$195,000 and <= \$215,000	316	1.35
12	Family income > \$215,000 and <= \$235,000	116	0.50
13	Family income > \$235,000	792	3.38
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: X1POVERTY

Record #1, Position: 316 - 317, Format: N2.

Variable Label: X1 Poverty indicator (relative to 100% of Census poverty threshold)

Variable Description:

- X1POVERTY indicates whether the sample member's family was at/above or below the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY\_IM) is set to 1. See <http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html> for further detail on 2008 poverty thresholds.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	At or above poverty threshold	14,062	60.06
1	Below poverty threshold	2,671	11.41
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	55	0.23
TOTALS		23,415	100.00

Variable Name: X1POVERTY130

Record #1, Position: 318 - 319, Format: N2.

Variable Label: X1 Poverty indicator (relative to 130% of Census poverty threshold)

Variable Description:

- X1POVERTY130 indicates whether the sample member's family was at/above or below 130% of the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 130% of the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY\_IM) is set to 1. See <http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html> for further detail on 2008 poverty thresholds.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	At or above 130% poverty threshold	13,067	55.81
1	Below 130% poverty threshold	3,666	15.66
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	55	0.23
TOTALS		23,415	100.00

Variable Name: X1POVERTY185

Record #1, Position: 320 - 321, Format: N2.

Variable Label: X1 Poverty indicator (relative to 185% of Census poverty threshold)

Variable Description:

- X1POVERTY185 indicates whether the sample member's family was at/above or below 185% of the 2008 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 185% of the poverty threshold. If X1FAMINCOME or X1HHNUMBER are imputed, then the imputation flag for the poverty variables (X1POVERTY\_IM) is set to 1. See <http://www.census.gov/hhes/www/poverty/data/threshld/thresh08.html> for further detail on 2008 poverty thresholds.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	At or above 185% poverty threshold	11,175	47.73
1	Below 185% poverty threshold	5,558	23.74
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	55	0.23
TOTALS		23,415	100.00

Variable Name: X1SES

Record #1, Position: 322 - 328, Format: N7.4

Variable Label: X1 Socio-economic status composite

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X1SES is calculated using parent/guardians' education (X1PAR1EDU and X1PAR2EDU), occupation (X1PAR1OCC2 and X1PAR2OCC2), and family income (X1FAMINCOME). For cases with nonresponding parent/guardians, 5 imputed values are generated (X1SES1-X1SES5), X1SES is computed as the average of the 5 imputed values, and the imputation flag is set as X1SES\_IM=1 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X1SES is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X1SES1-X1SES5 are equivalent to X1SES and X1SES\_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X1SES1-X1SES5 are again equivalent to X1SES and X1SES\_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-1.9302 - 2.8807	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SESQ5

Record #1, Position: 329 - 330, Format: N2.

Variable Label: X1 Quintile coding of X1SES composite

Variable Description:

- This variable is the quintile of X1SES, weighted using the student weight (W1STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	First quintile (lowest)	3,434	14.67
2	Second quintile	3,705	15.82
3	Third quintile	4,233	18.08
4	Fourth quintile	4,553	19.44
5	Fifth quintile (highest)	5,519	23.57
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES\_U

Record #1, Position: 331 - 337, Format: N7.4

Variable Label: X1 Socio-economic status composite derived with locale (urbanicity)

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X1SES\_U is calculated using parent/guardians' education (X1PAR1EDU and X1PAR2EDU), occupation (X1PAR1OCC2 and X1PAR2OCC2), family income (X1FAMINCOME), as well as school urbanicity (X1LOCALE). For cases with nonresponding parent/guardians, 5 imputed values of are generated (X1SES1\_U-X1SES5\_U), X1SES\_U is computed as the average of the 5 imputed values, and the imputation flag is set as X1SES\_IM=1 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X1SES\_U is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X1SES1\_U-X1SES5\_U are equivalent to X1SES\_U and X1SES\_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X1SES1\_U-X1SES5\_U are again equivalent to X1SES\_U and X1SES\_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-1.9183 - 2.9783	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SESQ5\_U

Record #1, Position: 338 - 339, Format: N2.

Variable Label: X1 Quintile coding of X1SES\_U composite derived with locale (urbanicity)

Variable Description:

- This variable is the quintile of X1SES\_U, weighted using the student weight (W1STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	First quintile (lowest)	3,546	15.14
2	Second quintile	3,716	15.87
3	Third quintile	4,095	17.49
4	Fourth quintile	4,564	19.49
5	Fifth quintile (highest)	5,523	23.59
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1MTHID

Record #1, Position: 340 - 344, Format: N5.2

Variable Label: X1 Scale of student's mathematics identity

Variable Description:

- This variable is a scale of the sample member's math identity. Sample members who tend to agree with the statements "You see yourself as a math person" and/or "Others see me as a math person" will have higher values for X1MTHID. This variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MPERSON1 and S1MPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-1.73 - 1.76	21,159	90.37
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	285	1.22
TOTALS		23,415	100.00

Variable Name: X1MTHUTI

Record #1, Position: 345 - 349, Format: N5.2

Variable Label: X1 Scale of student's mathematics utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of mathematics; higher values represent perceptions of greater mathematics utility. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MUSELIFE, S1MUSECLG, and S1MUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-3.51 - 1.31	18,802	80.30
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	529	2.26
TOTALS		23,415	100.00

Variable Name: X1MTHEFF

Record #1, Position: 350 - 354, Format: N5.2

Variable Label: X1 Scale of student's mathematics self-efficacy

Variable Description:

- This variable is a scale of the sample member's math self-efficacy; higher X1MTHEFF values represent higher math self-efficacy. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MTESTS, S1MTEXTBOOK, S1MSKILLS, and S1MASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.92 - 1.62	18,759	80.12
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	572	2.44
TOTALS		23,415	100.00

Variable Name: X1MTHINT

Record #1, Position: 355 - 359, Format: N5.2

Variable Label: X1 Scale of student's interest in fall 2009 math course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year math course; higher values represent greater interest in their base-year math course. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1MENJOYING, S1MWASTE, S1MBORING, S1FAVSUBJ, S1LEASTSUBJ, and S1MENJOYS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.46 - 2.08	18,394	78.56
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	937	4.00
TOTALS		23,415	100.00

Variable Name: X1SCIID

Record #1, Position: 360 - 364, Format: N5.2

Variable Label: X1 Scale of student's science identity

Variable Description:

- This variable is a scale of the sample member's science identity. Sample members who tend to agree with the statements "You see yourself as a science person" and/or "Others see me as a science person" will have higher values for X1SCIID. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SPERSON1 and S1SPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-1.57 - 2.15	21,109	90.15
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	335	1.43
TOTALS		23,415	100.00

Variable Name: X1SCIUTI

Record #1, Position: 365 - 369, Format: N5.2

Variable Label: X1 Scale of student's science utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of science; higher values represent perceptions of greater science utility. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SUSELIFE, S1SUSECLG, and S1SUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-3.1 - 1.69	17,303	73.90
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	531	2.27
TOTALS		23,415	100.00

Variable Name: X1SCIEFF

Record #1, Position: 370 - 374, Format: N5.2

Variable Label: X1 Scale of student's science self-efficacy

Variable Description:

- This variable is a scale of the sample member's science self-efficacy; higher X1SCIEFF values represent higher science self-efficacy. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1STESTS, S1STEXTBOOK, S1SSKILLS, and S1SASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.91 - 1.83	17,264	73.73
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	570	2.43
TOTALS		23,415	100.00

Variable Name: X1SCIINT

Record #1, Position: 375 - 379, Format: N5.2

Variable Label: X1 Scale of student's interest in fall 2009 science course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year science course; higher values represent greater interest in their base-year science course. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SENJOYING, S1SWASTE, S1SBORING, S1FAVSUBJ, S1LEASTSUBJ, and S1SENJOYS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.59 - 2.03	16,929	72.30
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	905	3.87
TOTALS		23,415	100.00

Variable Name: X1SCHOOLBEL

Record #1, Position: 380 - 384, Format: N5.2

Variable Label: X1 Scale of student's sense of school belonging

Variable Description:

- This variable is a scale of the sample member's perception of school belonging; higher values represent a greater sense of school belonging. Variable was created through principal components factor analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1SAFE, S1PROUD, S1TALKPROB, S1SCHWASTE, and S1GOODGRADES. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-4.35 - 1.59	20,680	88.32
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	764	3.26
TOTALS		23,415	100.00

Variable Name: X1SCHOOLENG

Record #1, Position: 385 - 389, Format: N5.2

Variable Label: X1 Scale of student's school engagement

Variable Description:

- This variable is a scale of the sample member's school engagement; higher values represent greater school engagement. Variable was created through principal factor components analysis (weighted by W1STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S1NOHWDN, S1NOPAPER, S1NOBOOKS, and S1LATE. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.38 - 1.39	20,902	89.27
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	542	2.31
TOTALS		23,415	100.00

Variable Name: X1STU30OCC6

Record #1, Position: 390 - 395, Format: N6.

Variable Label: X1 Student occupation at age 30: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STU30OCC6 stores the 6-digit Occupational Information Network (O\*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S1OCC30 and X1STU30OCC6 (6-digit code) and X1STU30OCC2 (2-digit code) are the coded versions of that occupation text. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2 digit code is also stored in X1STU30OCC6 with a value of "XX0000". See <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1STU30OCC2

Record #1, Position: 396 - 397, Format: N2.

Variable Label: X1 Student occupation at age 30: 2-digit ONET code

Comment: Occupations with low counts set to uncodeable on the public use file.

Variable Description:

- X1STU30OCC2 stores the 2-digit Occupational Information Network (O\*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S1OCC30 and X1STU30OCC6 (6-digit code) and X1STU30OCC2 (2-digit code) are the coded versions of that occupation text. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2 digit code is also stored in X1STU30OCC6 with a value of "XX0000". See <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

Code	Value Label	Frequency	Percentage
11	Management Occupations	461	1.97
13	Business and Financial Operations Occupations	271	1.16
15	Computer and Mathematical Occupations	350	1.49
17	Architecture and Engineering Occupations	1,035	4.42
19	Life, Physical, and Social Science Occupations	1,055	4.51
21	Community and Social Services Occupations	206	0.88
23	Legal Occupations	821	3.51
25	Education, Training, and Library Occupations	770	3.29
27	Arts, Design, Entertainment, Sports, and Media Occupations	2,610	11.15
29	Healthcare Practitioners and Technical Occupations	4,348	18.57
31	Healthcare Support Occupations	53	0.23
33	Protective Service Occupations	597	2.55
35	Food Preparation and Serving Related Occupations	290	1.24
39	Personal Care and Service Occupations	357	1.52
41	Sales and Related Occupations	109	0.47
45	Farming, Fishing, and Forestry Occupations	47	0.20
47	Construction and Extraction Occupations	167	0.71
49	Installation, Maintenance, and Repair Occupations	317	1.35
51	Production Occupations	86	0.37
53	Transportation and Material Moving Occupations	142	0.61



55	Military Specific Occupations	576	2.46
98	Don't know	6,056	25.86
99	Uncodeable	294	1.26
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	426	1.82
TOTALS		23,415	100.00

Variable Name: X1STUEDEXPCT

Record #1, Position: 398 - 399, Format: N2.

Variable Label: X1 How far in school 9th grader thinks he/she will get

Variable Description:

- Indicates the highest level of education the sample member expects to achieve. X1STUEDEXPCT is drawn from the student questionnaire, and if missing from the student questionnaire, is statistically imputed (imputed values in X1STUEDEXPCT can be identified using X1STUEDEX\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than high school	93	0.40
2	High school diploma or GED	2,619	11.19
3	Start an Associate's degree	140	0.60
4	Complete an Associate's degree	1,195	5.10
5	Start a Bachelor's degree	115	0.49
6	Complete a Bachelor's degree	3,505	14.97
7	Start a Master's degree	231	0.99
8	Complete a Master's degree	4,278	18.27
9	Start Ph.D/M.D/Law/other prof degree	176	0.75
10	Complete Ph.D/M.D/Law/other prof degree	4,461	19.05
11	Don't know	4,631	19.78
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1PAREDEXPCT

Record #1, Position: 400 - 401, Format: N2.

Variable Label: X1 How far in school parent thinks 9th grader will go

Variable Description:

- X1PAREDEXPCT indicates the highest level of education the parent questionnaire respondent expects the sample member to achieve. X1PAREDEXPCT is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X1PAREDEXPCT is statistically imputed (imputed values in X1PAREDEXPCT can be identified using X1PAREDEX\_IM).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than high school	55	0.23
2	High school diploma or GED	1,293	5.52
3	Start an Associate's degree	149	0.64
4	Complete an Associate's degree	1,199	5.12
5	Start a Bachelor's degree	133	0.57
6	Complete a Bachelor's degree	4,952	21.15
7	Start a Master's degree	76	0.32
8	Complete a Master's degree	3,355	14.33
9	Start Ph.D/M.D/Law/other prof degree	37	0.16
10	Complete Ph.D/M.D/Law/other prof degree	3,782	16.15
11	Don't know	1,725	7.37
-8	Unit non-response/component not applicable	6,627	28.30

-9	Missing	32	0.14
TOTALS		23,415	100.00

Variable Name: X1STUPRVSCHL\_R

Record #1, Position: 402 - 413, Format: A12

Variable Label: X1 School student attended last year (2008-2009): 12-digit NCESID from CCD/PSS (REVISED)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STUPRVSCHL\_R is a revised version that replaces X1STUPRVSCHL. X1STUPRVSCHL\_R stores the 12-digit NCESID of the school from the Common Core of Data (CCD) or the Private School Universe Survey (PSS) that the sample member attended in the prior 2008-2009 school year (i.e. the school year prior to the base year of HSLS).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1IEPFLAG

Record #1, Position: 414 - 415, Format: N2.

Variable Label: X1 Individualized Education Plan

Variable Description:

- Whether student has an Individualized Education Plan. This information was provided on the ninth grade enrollment lists or subsequent sampled student roster by school personnel, if school personnel were able to provide it. An IEP can also be assumed for students of parents that indicated the 9th grader was currently receiving Special Education Services (P1SPECIALED=1), however, if a student is not receiving Special Education Services (P1SPECIALED=2) they can still have an IEP (as indicated by the school).

Code	Value Label	Frequency	Percentage
0	Student has no IEP	8,115	34.66
1	Student has an IEP	2,069	8.84
-9	Missing	13,231	56.51
TOTALS		23,415	100.00

Variable Name: X1TESTSTAT

Record #1, Position: 416 - 417, Format: N2.

Variable Label: X1 Student mathematics assessment status

Variable Description:

- X1TESTSTAT indicates whether base-year HSLS mathematics assessment data are available on the data file for any given sample member.

Code	Value Label	Frequency	Percentage
1	BY assessment respondent	20,781	88.75
2	BY assessment nonrespondent (scores imputed)	663	2.83
8	BY student survey nonrespondent (no assessment data)	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TESTDATE

Record #1, Position: 418 - 423, Format: A6

Variable Label: X1 Student mathematics assessment date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member completed the base-year HSLS mathematics assessment.

Code	Value Label	Frequency	Percentage
Alph	Alpha	20,781	88.75
-8	Unit non-response/component not applicable	2,634	11.25
TOTALS		23,415	100.00

Variable Name: X1SQSTAT

Record #1, Position: 424 - 425, Format: N2.

Variable Label: X1 Student questionnaire status

Variable Description:

- X1SQSTAT indicates whether a complete base year student interview is available on the data file; X1SQSTAT also indicates the mode of the base year student interview, and whether the student responded in-school or out-of-school. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-school self-administered standard form	21,001	89.69
2	Out-of-school self-administered standard form	29	0.12
3	CATI standard form	414	1.77
8	Non-respondent (no base-year survey data)	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SQDATE

Record #1, Position: 426 - 431, Format: A6

Variable Label: X1 Student questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member responded to the base year student interview.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SQINCAPABL

Record #1, Position: 432 - 433, Format: N2.

Variable Label: X1 Student questionnaire incapable

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates whether or not the sample member was questionnaire incapable for the base year interview, and if so, the reason for being assigned a status of questionnaire incapable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1PQSTAT

Record #1, Position: 434 - 435, Format: N2.

Variable Label: X1 Parent questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1PQSTAT indicates whether a complete base year parent interview is available on the data file; it also indicates the mode of the base year parent interview, and whether the parent responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Respondent	16,788	71.70
8	Non-respondent (no base-year survey data)	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1PQDATE

Record #1, Position: 436 - 441, Format: A6

Variable Label: X1 Parent questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the sample member's parent responded to the base year parent questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	16,788	71.70
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1PQLANG

Record #1, Position: 442 - 443, Format: N2.

Variable Label: X1 Parent questionnaire language (English v. Spanish)

Variable Description:

- Indicates whether the parent respondent completed an English or Spanish questionnaire.

Code	Value Label	Frequency	Percentage
1	English interview	15,877	67.81
2	Spanish interview	911	3.89
-8	Unit non-response/component not applicable	6,627	28.30
TOTALS		23,415	100.00

Variable Name: X1TMQSTAT

Record #1, Position: 444 - 445, Format: N2.

Variable Label: X1 Math teacher questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1TMQSTAT indicates whether a complete base year math teacher interview is available on the data file; X1TMQSTAT also indicates the mode of the base year math teacher interview, and whether the math teacher responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Respondent	17,070	72.90
8	Non-respondent	5,378	22.97
9	Student has no fall 2009 math class (survey component not applicable)	967	4.13
TOTALS		23,415	100.00

Variable Name: X1TMQDATE

Record #1, Position: 446 - 451, Format: A6

Variable Label: X1 Math teacher questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the math teacher responded to the base year teacher questionnaire. If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
Alph	Alpha	17,070	72.90
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
TOTALS		23,415	100.00

Variable Name: X1TMLINK

Record #1, Position: 452 - 453, Format: N2.

Variable Label: X1 Student to math teacher link descriptor

Variable Description:

- X1TMLINK characterizes the linkage between the student and the base-year math teacher associated with that student on the HSLs data file. The values assigned are a product of comparison between student-provided teacher information and the teacher information provided by the school. Values of 1 through 3 represent cases where the math teacher associated with the student is a respondent, with values of 1 representing the 'strongest' links (due to consistency between student- and school-provided information), and values of 2, and 3 representing links considered less strong due to inconsistent and/or missing information. Values of 8 are assigned in cases where a link could not be established between the student and a teacher because the teacher did not respond to the questionnaire. Values of 9 are assigned in cases where the student's school indicates the student is not enrolled in a math class and the student either indicates they are not enrolled in a math class or their class information is missing. For more information about teacher linkages, please refer to chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher respondent, school and student-provided information consistent	13,350	57.01
2	Teacher respondent, student-provided information selected	275	1.17
3	Teacher respondent, school-provided information selected	3,445	14.71
8	Teacher nonrespondent	5,378	22.97
9	Student not taking fall 2009 math course	967	4.13
TOTALS		23,415	100.00

Variable Name: X1TMCRLINK

Record #1, Position: 454 - 455, Format: N2.

Variable Label: X1 Teacher to math teacher course-level link descriptor

Variable Description:

- X1TMCRLINK characterizes the linkage between the student and the course-level data provided by the math teacher associated with that student on the HSLs data file. Values of 1 are assigned in cases where X1TMLINK=1 and the student confirmed enrollment in the associated course and could be linked using school records data to a course reported in the teacher questionnaire. Values of 2 are assigned in cases where X1TMLINK=1 or 3 and the student did not confirm enrollment in the associated course but could be linked using school records data to a course reported in the teacher questionnaire. Values of 8 are assigned where X1TMLINK=1, 2, 3, or 8 and either the teacher did not provide any course-level information for the school-specified course associated with the given student or the teacher was a nonrespondent. Values of 9 are assigned where X1TMLINK=9. For more information about teacher course linkages, please refer to chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher reported on school-provided course, student confirmed enrollment	8,842	37.76
2	Teacher reported on school-provided course, student did not confirm enrollment	4,524	19.32
8	No course level information linked to student	9,082	38.79
9	Student not taking fall 2009 math course	967	4.13
TOTALS		23,415	100.00

Variable Name: X1TMRACE

Record #1, Position: 456 - 457, Format: N2.

Variable Label: X1 Math teacher's race/ethnicity-composite

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- X1TMRACE characterizes the race/ethnicity of the sample member's math teacher by summarizing the following math teacher questionnaire variables: M1HISP, M1WHITE, M1BLACK, M1ASIAN, M1PACISLE, and M1AMINDIAN. If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	408	1.74
3	Black/African-American, non-Hispanic	591	2.52
4	Hispanic, no race specified	60	0.26
5	Hispanic, race specified	585	2.50
6	More than one race, non-Hispanic	238	1.02
8	White, non-Hispanic	15,104	64.51

9	Other, non-Hispanic	38	0.16
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	46	0.20
TOTALS		23,415	100.00

Variable Name: X1TMCERT

Record #1, Position: 458 - 459, Format: N2.

Variable Label: X1 Math teacher's math teaching certification

Comment: High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public use file.

Variable Description:

- Characterizes the math teacher's base year math teaching certification status by grade level and type of certification.

"Probationary certifications" refer to certificates issued after satisfying all requirements except the completion of a probationary teaching period; "emergency/temporary/waiver certifications" refer to either: certificates that require some additional coursework or passing a test, or certificates issued to persons who must complete a certification program in order to continue teaching (see also M1CERTTYPE). If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
0	No math teaching certification	1,304	5.57
1	Regular certification; includes high school	13,381	57.15
2	Regular certification; elementary or middle school only	176	0.75
3	Probationary certification; elem thru HS	766	3.27
5	Emergency/temporary/waiver certification; elem thru HS	1,374	5.87
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: X1TMCOMM

Record #1, Position: 460 - 464, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of math professional learning community

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of a professional learning community among math teachers at his/her school; higher X1TMCOMM values represent perceptions of a greater professional learning community. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1SHRIDEAS, M1WORKSHOP, M1SHRSTWRK, M1SHRLESSONS, M1SHRBELIEFS, M1SHRMTHDS, M1SHRELL, M1SHRAPPRCH, M1SHRCONTENT, M1EFFECTIVE, M1MENTOR, and M1CHAIR. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSL:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.07 - 1.7	14,490	61.88
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	2,580	11.02
TOTALS		23,415	100.00

Variable Name: X1TMEFF

Record #1, Position: 465 - 469, Format: N5.2

Variable Label: X1 Scale of math teacher's self-efficacy

Variable Description:

- This variable is a scale of the base year math teacher's self-efficacy; higher values represent greater self-efficacy. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1FAMILY, M1DISCIPLINE, M1STUACHIEVE, M1PARENT, M1RETAIN, M1REDIRECT, M1GETTHRU, and M1HOMEFX. Only respondents who provided a full set of responses were assigned a scale

value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.26 - 3.01	14,974	63.95
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	2,096	8.95
TOTALS		23,415	100.00

Variable Name: X1TMEXP

Record #1, Position: 470 - 474, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of math teachers' expectations

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of teacher expectations at his/her school; higher X1TMEXP values represent higher perceived expectations. Variable was created through components principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1TEACHING, M1LEARNING, M1BELIEVE, M1CLEARGOALS, M1GIVEUP, M1CARE, M1EXPECT, and M1WORKHARD. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.13 - 1.29	15,424	65.87
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	1,646	7.03
TOTALS		23,415	100.00

Variable Name: X1TMPRINC

Record #1, Position: 475 - 479, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of principal support

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of support from his/her school's principal; higher values represent greater perceived support. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1PRESSURES, M1POORJOBRES, M1PSETSPRIO, M1PSCHVISION, M1PCOMEXP, M1PINNOVATE, and M1PCONSULTS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.65 - 1.48	15,009	64.10
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	2,061	8.80
TOTALS		23,415	100.00

Variable Name: X1TMRESP

Record #1, Position: 480 - 484, Format: N5.2

Variable Label: X1 Scale of math teacher's perceptions of collective responsibility

Variable Description:

- This variable is a scale of the base year math teacher's perceptions of collective responsibility among his/her school's teachers; higher values represent greater perceived collective responsibility. Variable was created through principal components factor analysis (weighted by W1MATHTCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were M1TCHDISC, M1TIMPROVE, M1TSETSTDS, M1TSELFDEV, M1THELPBEST, M1TALLEARN, or M1TFAIL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall math

class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.33 - 1.98	15,038	64.22
-7	Item legitimate skip/NA	967	4.13
-8	Unit non-response/component not applicable	5,378	22.97
-9	Missing	2,032	8.68
TOTALS		23,415	100.00

Variable Name: X1TSQSTAT

Record #1, Position: 485 - 486, Format: N2.

Variable Label: X1 Science teacher questionnaire status

Comment: Various completion modes recoded as respondent on the public use file.

Variable Description:

- X1TSQSTAT indicates whether a complete base year science teacher interview is available on the data file; X1TSQSTAT also indicates the mode of the base year science teacher interview, and whether the science teacher responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Respondent	15,559	66.45
8	Non-respondent	5,930	25.33
9	Student has no fall 2009 sci class (survey component not applicable)	1,926	8.23
TOTALS		23,415	100.00

Variable Name: X1TSQDATE

Record #1, Position: 487 - 492, Format: A6

Variable Label: X1 Science teacher questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the science teacher responded to the base year teacher questionnaire. If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
Alph	Alpha	15,559	66.45
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
TOTALS		23,415	100.00

Variable Name: X1TSLINK

Record #1, Position: 493 - 494, Format: N2.

Variable Label: X1 Student to science teacher link descriptor

Variable Description:

- X1TSLINK characterizes the linkage between the student and the base-year science teacher associated with that student on the HSLs data file. The values assigned are a product of comparison between student-provided teacher information and the teacher information provided by the school. Values of 1 through 3 represent cases where the science teacher associated with the student is a respondent, with values of 1 representing the 'strongest' links (due to consistency between student- and school-provided information), and values of 2, and 3 representing links considered less strong due to inconsistent and/or missing information. Values of 8 are assigned in cases where a link could not be established between the student and a teacher because the teacher did not respond to the questionnaire. Values of 9 are assigned in cases where the student's school indicates the student is not enrolled in a science class and the student either indicates they are not enrolled in a science class or their class information is missing. For more information about teacher linkages, please refer to chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher respondent, school and student-provided information consistent	11,809	50.43



2	Teacher respondent, student-provided information selected	251	1.07
3	Teacher respondent, school-provided information selected	3,499	14.94
8	Teacher nonrespondent	5,930	25.33
9	Student not taking fall 2009 science course	1,926	8.23
TOTALS		23,415	100.00

Variable Name: X1TSCRSLINK

Record #1, Position: 495 - 496, Format: N2.

Variable Label: X1 Student to science teacher course-level link descriptor

Variable Description:

- X1TSCRSLINK characterizes the linkage between the student and the course-level data provided by the science teacher associated with that student on the HSLs data file. Values of 1 are assigned in cases where X1TSLINK=1 and the student confirmed enrollment in the associated course and could be linked using school records data to a course reported in the teacher questionnaire. Values of 2 are assigned in cases where X1TSLINK=1 or 3 and the student did not confirm enrollment in the associated course but could be linked using school records data to a course reported in the teacher questionnaire. Values of 8 are assigned where X1TSLINK=1, 2, 3, or 8 and either the teacher did not provide any course-level information for the school-specified course associated with the given student or the teacher was a nonrespondent. Values of 9 are assigned where X1TSLINK=9. For more information about teacher course linkages, please refer to chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Teacher reported on school-provided course, student confirmed enrollment	6,976	29.79
2	Teacher reported on school-provided course, student did not confirm enrollment	5,232	22.34
8	No course level information linked to student	9,281	39.64
9	Student not taking fall 2009 science course	1,926	8.23
TOTALS		23,415	100.00

Variable Name: X1TSRACE

Record #1, Position: 497 - 498, Format: N2.

Variable Label: X1 Science teacher race/ethnicity-composite

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- X1TSRACE characterizes the race/ethnicity of the sample member's science teacher by summarizing the following science teacher questionnaire variables: N1HISP, N1WHITE, N1BLACK, N1ASIAN, N1PACISLE, and N1AMINDIAN. If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	341	1.46
3	Black/African-American, non-Hispanic	660	2.82
4	Hispanic, no race specified	33	0.14
5	Hispanic, race specified	517	2.21
6	More than one race, non-Hispanic	291	1.24
8	White, non-Hispanic	13,624	58.18
9	Other, non-Hispanic	31	0.13
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	62	0.26
TOTALS		23,415	100.00

Variable Name: X1TSCERT

Record #1, Position: 499 - 500, Format: N2.

Variable Label: X1 Science teacher's science teaching certification

Comment: High school and middle school not distinguished for probationary certification and emergency/temporary/waiver certification on the public use file.

Variable Description:

- Characterizes the science teacher's base year science teaching certification status by grade level and type of certification. "Probationary certifications" refer to certificates issued after satisfying all requirements except the completion of a probationary teaching period; "emergency/temporary/waiver certifications" refer to either: certificates that require some additional coursework or passing a test, or certificates issued to persons who must complete a certification program in order to continue teaching (see also N1CERTTYPE). If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
0	No science teaching certification	1,054	4.50
1	Regular certification; includes high school	12,456	53.20
2	Regular certification; elementary or middle school only	91	0.39
3	Probationary certification; elem thru HS	640	2.73
5	Emergency/temporary/waiver certification; elem thru HS	1,198	5.12
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: X1TSCOMM

Record #1, Position: 501 - 505, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of science professional learning community

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of a professional learning community among science teachers at his/her school; higher X1TSCOMM values represent perceptions of a greater professional learning community. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1SHRIDEAS, N1WORKSHOP, N1SHRSTWRK, N1SHRLESSONS, N1SHRBELIEFS, N1SHRMTHDS, N1SHRELL, N1SHRAPPRCH, N1SHRCONTENT, N1EFFECTIVE, N1MENTOR, and N1CHAIR. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.96 - 1.69	13,277	56.70
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	2,282	9.75
TOTALS		23,415	100.00

Variable Name: X1TSEFF

Record #1, Position: 506 - 510, Format: N5.2

Variable Label: X1 Scale of science teacher's self-efficacy

Variable Description:

- This variable is a scale of the base year science teacher's self-efficacy; higher values represent greater self-efficacy. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1FAMILY, N1DISCIPLINE, N1STUACHIEVE, N1PARENT, N1RETAIN, N1REDIRECT, N1GETTHRU, and N1HOMEFX. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.07 - 3.17	13,680	58.42
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	1,879	8.02
TOTALS		23,415	100.00

Variable Name: X1TSEXP

Record #1, Position: 511 - 515, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of science teachers expectations

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of teacher expectations at his/her school; higher X1TSEXP values represent higher perceived expectations. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1TEACHING, N1LEARNING, N1BELIEVE, N1CLEARGOALS, N1GIVEUP, N1CARE, N1EXPECT, and N1WORKHARD. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.94 - 1.37	14,020	59.88
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	1,539	6.57
TOTALS		23,415	100.00

Variable Name: X1TSPRINC

Record #1, Position: 516 - 520, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of principal support

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of support from his/her school's principal; higher values represent greater perceived support. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1PRESSURES, N1POORJOBRES, N1SETSPRIO, N1PSCHVISION, N1PCOMEXP, N1PINNOVATE, and N1PCONSULTS. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-3.36 - 1.48	13,548	57.86
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	2,011	8.59
TOTALS		23,415	100.00

Variable Name: X1TSRESP

Record #1, Position: 521 - 525, Format: N5.2

Variable Label: X1 Scale of science teacher's perceptions of collective responsibility

Variable Description:

- This variable is a scale of the base year science teacher's perceptions of collective responsibility among his/her school's teachers; higher values represent greater perceived collective responsibility. Variable was created through principal components factor analysis (weighted by W1SCITCH) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were N1TSCHDISC, N1TIMPROVE, N1TSETSTDS, N1TSELFDEV, N1THELPBEST, N1TALLLEARN, and N1TFAIL. Only respondents who provided a full set of responses were assigned a scale value. If the student indicated that he or she was not taking a fall science class, this variable is set to -7. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.21 - 1.92	13,763	58.78
-7	Item legitimate skip/NA	1,926	8.23
-8	Unit non-response/component not applicable	5,930	25.33
-9	Missing	1,796	7.67
TOTALS		23,415	100.00

Variable Name: X1CONTROL

Record #1, Position: 526 - 527, Format: N2.

Variable Label: X1 School control

Comment: Catholic and other private recoded as one category on the public use file.

Variable Description:

- X1CONTROL identifies the sample member's base year school as being a Public, Catholic, or Other Private School, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006. Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	Public	19,192	81.96
2	Catholic or other private	4,223	18.04
TOTALS		23,415	100.00

Variable Name: X1LOCALE

Record #1, Position: 528 - 529, Format: N2.

Variable Label: X1 School locale (urbanicity)

Variable Description:

- X1LOCALE characterizes the locale (urbanicity) of the sample member's base year school as either City, Suburb, Town, or Rural, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	City	6,660	28.44
2	Suburb	8,437	36.03
3	Town	2,780	11.87
4	Rural	5,538	23.65
TOTALS		23,415	100.00

Variable Name: X1REGION

Record #1, Position: 530 - 531, Format: N2.

Variable Label: X1 School geographic region

Variable Description:

- X1REGION identifies the geographic region of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	Northeast	3,645	15.57
2	Midwest	6,199	26.47
3	South	9,545	40.76
4	West	4,026	17.19
TOTALS		23,415	100.00

Variable Name: X1CENDIV

Record #1, Position: 532 - 533, Format: N2.

Variable Label: X1 School census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1CENDIV identifies the census geographic division of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1STATESAMPL

Record #1, Position: 534 - 535, Format: N2.

Variable Label: X1 State level public school sample membership

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE indicates whether or not the school is part of a state-representative public school sample, and if so, which particular state-representative public school sample the school is a part of.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1STATE

Record #1, Position: 536 - 537, Format: N2.

Variable Label: X1 State code for school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE is the FIPS code for the school state

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1GRADESPAN

Record #1, Position: 538 - 539, Format: N2.

Variable Label: X1 Grade span of school-administrator questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable reflects the school administrator's indication as to whether the lowest grade level offered at the sample member's base year school was Pre-K through 5th grade, 6th through 8th grade, or 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1FREELUNCH

Record #1, Position: 540 - 541, Format: N2.

Variable Label: X1 Grade 9 percent free lunch-categorical

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1FREELUNCH. This variable indicates the percentage of students enrolled in the school who receive free or reduced price lunch.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1REPEAT9TH

Record #1, Position: 542 - 543, Format: N2.

Variable Label: X1 Percent of 9th graders repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1REPEATG9. This variable indicates the percentage of students enrolled in the school who are repeating 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHAMIND

Record #1, Position: 544 - 545, Format: N2.

Variable Label: X1 Percent of students in school that are American Indian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1AMINDIANST. This variable indicates the percentage of students enrolled in the school who are identified as American Indian or Alaskan Native.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHASIAN

Record #1, Position: 546 - 547, Format: N2.

Variable Label: X1 Percent of students in school that are Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1ASIANSTU. This variable indicates the percentage of students enrolled in the school who are identified as Asian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHBLACK

Record #1, Position: 548 - 549, Format: N2.

Variable Label: X1 Percent of students in school that are Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1BLACKSTU. This variable indicates the percentage of students enrolled in the school who are identified as Black or African American.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHHISP

Record #1, Position: 550 - 551, Format: N2.

Variable Label: X1 Percent of students in school that are Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1HISPSTU. This variable indicates the percentage of students enrolled in the school who are identified as Hispanic.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHWHITE

Record #1, Position: 552 - 553, Format: N2.

Variable Label: X1 Percent of students in school that are White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1WHITESTU. This variable indicates the percentage of students enrolled in the school who are identified as White or Caucasian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1SCHOOLCLI

Record #1, Position: 554 - 558, Format: N5.2

Variable Label: X1 Scale of administrator's assessment of school climate

Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's climate. Higher values represent more positive assessments of the school's climate (i.e. fewer problems are indicated). Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A1CONFLICT, A1ROBBERY, A1VANDALISM, A1DRUGUSE, A1ALCOHOL, A1DRUGSALE, A1WEAPONS, A1PHYSABUSE, A1TENSION, A1BULLY, A1VERBAL, A1MISBEHAVE, A1DISRESPECT, and A1GANG. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.22 - 1.97	18,571	79.31
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,565	15.23
TOTALS		23,415	100.00

Variable Name: X1COUPERTEA

Record #1, Position: 559 - 563, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of teacher expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1TTEACHING, C1TLEARNING, C1TBELIEVE, C1TWORKHARD, C1TGIVEUP, C1TCARE, and C1TEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-4.92 - 1.56	20,675	88.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	559	2.39
TOTALS		23,415	100.00

Variable Name: X1COUPERCOU

Record #1, Position: 564 - 568, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of counselor expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1CLEARNING, C1CBELIEVE, C1CWORKHARD, C1CGIVEUP, C1CCARE, and C1CEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.01 - 1.15	20,799	88.83

-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	435	1.86
TOTALS		23,415	100.00

Variable Name: X1COUPERPRI

Record #1, Position: 569 - 573, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of principal's expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the school principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1PLEARNING, C1PBELIEVE, C1PWORKHARD, C1PGIVEUP, C1PCARE, and C1PEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.51 - 1.1	20,260	86.53
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	974	4.16
TOTALS		23,415	100.00

Variable Name: X1AQSTAT

Record #1, Position: 574 - 575, Format: N2.

Variable Label: X1 administrator questionnaire status

Variable Description:

- X1AQSTAT indicates whether a complete base year administrator interview is available on the data file; X1AQSTAT also indicates the mode of the base year administrator interview, and whether the administrator responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	18,467	78.87
2	CATI standard form	1,681	7.18
3	Web self-administered abbreviated form	1,249	5.33
4	CATI abbreviated form	739	3.16
8	Non-respondent	1,279	5.46
TOTALS		23,415	100.00

Variable Name: X1AQDATE

Record #1, Position: 576 - 581, Format: A6

Variable Label: X1 administrator questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school administrator responded to the base year administrator questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	22,136	94.54
-8	Unit non-response/component not applicable	1,279	5.46
TOTALS		23,415	100.00

Variable Name: X1AQDESIGNEE

Record #1, Position: 582 - 583, Format: N2.

Variable Label: X1 administrator questionnaire designee respondent (designee resp v. no designee)

Variable Description:

- Indicates whether an administrator designee completed the applicable portion of the administrator questionnaire. An administrator designee was allowed to complete all sections of the administrator questionnaire except for the "Goals and Background" section (i.e.



administrator questionnaire variables with a variable label prefix of "A1 Exxx"), which was the administrator was required to complete him/herself.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Designee did not complete applicable portion	21,240	90.71
1	Designee completed applicable portion	896	3.83
8	Non-respondent (no administrator survey data)	1,279	5.46
TOTALS		23,415	100.00

Variable Name: X1CQSTAT

Record #1, Position: 584 - 585, Format: N2.

Variable Label: X1 counselor questionnaire status

Variable Description:

- X1CQSTAT indicates whether a complete base year counselor interview is available on the data file; X1CQSTAT also indicates the mode of the base year counselor interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Self-administered standard form	19,525	83.39
2	CATI standard form	1,709	7.30
8	Non-respondent	2,181	9.31
TOTALS		23,415	100.00

Variable Name: X1CQDATE

Record #1, Position: 586 - 591, Format: A6

Variable Label: X1 counselor questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school counselor responded to the base year counselor questionnaire.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	21,234	90.69
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: X2ENROLSTAT

Record #1, Position: 592 - 593, Format: N2.

Variable Label: X2 Student enrollment status

Comment: "Deceased" recoded as "Out of scope" on the public use file.

Variable Description:

- Enrollment status for the spring term 2012. Indicates enrolled in BY school, enrolled in transfer school, dropout, graduated early or early GED, homeschooled, unknown, or out of scope. X2ENRSTATSCH differs from X2ENROLSTAT in that the school enrollment status was collected prior to the student interviews and the time between the school reported status and student reported status was such that the student status could have changed. Student nonrespondents only have school information to determine enrollment status and have X2ENROLSTAT=X2ENRSTATSCH. Dropouts are defined as those who have been out of school for a period of 4 weeks or more not including school breaks, illness, injury, or vacation. Students who left school and then returned are not considered dropouts, however that spell is captured in X2DROPSTAT and X2EVERDROP.

SAS Logic:

\* Please note that the values for this composite were obtained from the case management system, and those data are not available on the ECB;

\* One important piece of logic that applies to ECB variables is the following logic;

if x2sqstat>=7 then X2enrolstat=X2enrstatsch;

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In base year school	18,247	77.93
2	Transfer	3,407	14.55
3	Home school	303	1.29

4	Early graduate	196	0.84
5	Dropout	595	2.54
6	Not in base year school or reason unknown	147	0.63
7	Unknown status	357	1.52
8	Out of scope	163	0.70
TOTALS		23,415	100.00

Variable Name: X2ENRSTATSCH

Record #1, Position: 594 - 595, Format: N2.

Variable Label: X2 School provided student enrollment status

Comment: "Deceased" recoded as "Out of scope" and "Early graduate" recoded as "Not in base year school/reason unknown" on the public use file.

Variable Description:

- Enrollment status for the spring term 2012 as provided by the school. Indicates enrolled in BY school, enrolled in transfer school, dropout, graduated early or early GED, homeschooled, unknown, or out of scope. X2ENRSTATSCH differs from X2ENROLSTAT in that the school enrollment status was collected prior to the student interviews and the time between the school reported status and student reported status was such that the student status could have changed. Student nonrespondents only have school information to determine enrollment status and have X2ENROLSTAT=X2ENRSTATSCH. Dropouts are defined as those who have been out of school for a period of 4 weeks or more not including school breaks, illness, injury, or vacation. Students who left school and then returned are not considered dropouts, however that spell is captured in X2DROPSTAT and X2EVERDROP.

Code	Value Label	Frequency	Percentage
1	In base year school	17,939	76.61
2	Transfer	3,223	13.76
3	Home school	196	0.84
5	Dropout	474	2.02
6	Not in base year school or reason unknown	422	1.80
7	Unknown status	998	4.26
8	Out of scope	163	0.70
TOTALS		23,415	100.00

Variable Name: X2EVERDROP

Record #1, Position: 596 - 597, Format: 2

Variable Label: X2 Ever dropout

Variable Description:

- Ever dropped out of school as of the spring term, 2012. "No" does not mean student was known not to dropout (some missing data). "Yes" value is known to be a true statement.

SAS Logic:

```

if X2enrolstat in (8,9) then X2DROPSTAT=9;
else if X2enrolstat=5 then X2DROPSTAT=1;
else if X2enrolstat=4 then do;
  if s2hscred=2 then X2DROPSTAT=2;
  else X2DROPSTAT=0;
end;
else if X2enrolstat in (6,7) then X2DROPSTAT=4;
else if X2enrolstat in (1,2,3) then X2DROPSTAT=0;
if s2dropouths=1 or
p1dropout=1 or
p2dropouths=1 or
(p2enrollhs12=2 and p2hsdipped in (2,3)) or
X2enrstasch=5 or
X2enrolstat=5 or
X2DROPSTAT in (1,2) then X2EVERDROP=1;
else X2EVERDROP=0;
if X2DROPSTAT ^in (1,2) and X2EVERDROP=1 then X2DROPSTAT=3;

```

Code	Value Label	Frequency	Percentage
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0	No	21,441	91.57
1	Yes	1,974	8.43
TOTALS		23,415	100.00

Variable Name: X2DROPSTAT

Record #1, Position: 598 - 599, Format: N2.

Variable Label: X2 F1 dropout status

Variable Description:

- Dropout status indicator for the spring term, 2012

SAS Logic:

if X2enrolstat in (8,9) then X2DROPSTAT=9;

else if X2enrolstat=5 then X2DROPSTAT=1;

else if X2enrolstat=4 then do;

if s2hscred=2 then X2DROPSTAT=2;

else X2DROPSTAT=0;

end;

else if X2enrolstat in (6,7) then X2DROPSTAT=4;

else if X2enrolstat in (1,2,3) then X2DROPSTAT=0;

Code	Value Label	Frequency	Percentage
0	Not dropout and not alternative completer	20,807	88.86
1	Current dropout as of spring 2012	595	2.54
2	Alternative completer	142	0.61
3	Student/parent/prior school report of dropout episode	1,237	5.28
4	Status unknown	483	2.06
9	Out of scope or ineligible	151	0.64
TOTALS		23,415	100.00

Variable Name: X2SEX

Record #1, Position: 600 - 601, Format: N2.

Variable Label: X2 Student's sex

Variable Description:

- X2SEX is the sample member's sex. The composite is based on data from the BY student questionnaire, parent questionnaire, and/or school-provided sampling roster, and then updated when missing with data from the F1 student questionnaire.

SAS Logic:

if x1sex>0 and x1sex\_im=0 then x2sex=x1sex;

else if s2sex in (1,2) then x2sex=s2sex;

else if p2sexteen in (1,2) then x2sex=P2SEXTEEN;

if x2sex<1 and x1sex>0 and x1sex\_im=1 then do;

x2sex=x1sex;

x2sex\_im=1;

end;

else if x2sex>0 then x2sex\_im=0;

else if x2sqstat<7 or x2pqstat<7 then do;

x2sex=-9;

x2sex\_im=-9;

end;

else do;

x2sex=-9;

x2sex\_im=0;

end;

Code	Value Label	Frequency	Percentage
1	Male	11,922	50.92
2	Female	11,493	49.08
TOTALS		23,415	100.00

Variable Name: X2RACE

Record #1, Position: 602 - 603, Format: N2.

Variable Label: X2 Student's race/ethnicity-composite

Variable Description:

- X2RACE characterizes the sample member's race/ethnicity by summarizing the following six dichotomous race/ethnicity composites: X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). X2RACE is derived from the six dichotomous race/ethnicity variables listed above (though the imputed values of X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN are not stored on the data file). If any of these input variables are imputed, then the imputation flag for X2RACE (X2RACE\_IM) is set (1=imputed in BY, 2=imputed in F1).

SAS Logic:

```
array st_race X2WHITE X2BLACK X2ASIAN X2PACISLE X2AMINDIAN ;
Race_count_st = 0 ;
do over st_race ;
    if st_race = 1 then race_count_st = race_count_st + 1 ;
end;
if X2HISPANIC = 1 then do;
    if race_count_st > 0 then X2RACE = 5 ;
    else X2RACE = 4 ;
end;
else if X2HISPANIC = 0 and race_count_st > 1 then X2RACE = 6 ;
else if X2HISPANIC = 0 and race_count_st = 1 then do ;
    if X2WHITE = 1 then X2RACE = 8 ;
    else if X2BLACK = 1 then X2RACE = 3 ;
    else if X2ASIAN = 1 then X2RACE = 2 ;
    else if X2PACISLE = 1 then X2RACE = 7 ;
    else if X2AMINDIAN = 1 then X2RACE = 1 ;
end;
else if X2HISPANIC = -9 or (X2HISPANIC = 0 and race_count_st = 0) then X2RACE = -9 ;
if x2race=-9 and x1race^=-9 and x1race_im=1 then do;
    x2race=x1race;
    x2race_im=1;
end;
```

Code	Value Label	Frequency	Percentage
1	Amer. Indian/Alaska Native, non-Hispanic	181	0.77
2	Asian, non-Hispanic	1,880	8.03
3	Black/African-American, non-Hispanic	2,442	10.43
4	Hispanic, no race specified	225	0.96
5	Hispanic, race specified	3,603	15.39
6	More than one race, non-Hispanic	2,021	8.63
7	Native Hawaiian/Pacific Islander, non-Hispanic	118	0.50
8	White, non-Hispanic	12,945	55.29
TOTALS		23,415	100.00

Variable Name: X2HISPANIC

Record #1, Position: 604 - 605, Format: N2.

Variable Label: X2 Student is Hispanic/Latino/Latina-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```
if X1HISPAN_IM=1 or X1HISPANIC=-9 then do;
    if S2HISPANIC in (0 1) then X2HISPANIC = S2HISPANIC ;
```

```

else if X2P1RELATION in (1 2) and P2HISP1 = 1 then X2HISPANIC = 1 ;
else if X2P2RELATION in (1 2) and P2HISP2 = 1 then X2HISPANIC = 1 ;
else if X2P1RELATION in (1 2) and P2HISP1 = 0 then X2HISPANIC = 0 ;
else if X2P2RELATION in (1 2) and P2HISP2 = 0 then X2HISPANIC = 0 ;
else X2HISPANIC = -9 ;
end;
if S2HISPANIC in (0 1) then X2HISPANIC = S2HISPANIC ;
IF X2HISPANIC<0 THEN DO;
  X2HISPANIC = X1HISPANIC;
  X2HISPAN_IM = X1HISPAN_IM;
end;

```

Code	Value Label	Frequency	Percentage
0	No	19,587	83.65
1	Yes	3,828	16.35
TOTALS		23,415	100.00

Variable Name: X2WHITE

Record #1, Position: 606 - 607, Format: N2.

Variable Label: X2 Student is White-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```

if X1RACE_IM=1 or X1RACE=-9 then do;
  if S2WHITE in (0 1) then X2WHITE = S2WHITE ;
  else if X2P1RELATION in (1 2) and P2WHITE1 = 1 then X2WHITE = 1 ;
  else if X2P2RELATION in (1 2) and P2WHITE2 = 1 then X2WHITE = 1 ;
  else if X2P1RELATION in (1 2) and P2WHITE1 = 0 then X2WHITE = 0 ;
  else if X2P2RELATION in (1 2) and P2WHITE2 = 0 then X2WHITE = 0 ;
  else X2WHITE = -9 ;
end;
if S2WHITE in (0 1) then X2WHITE = S2WHITE ;
IF X2WHITE<0 THEN DO;
  X2WHITE = X1WHITE;
  X2RACE_IM = X1RACE_IM;
end;

```

Code	Value Label	Frequency	Percentage
0	Student is not White	5,941	25.37
1	Student is White	17,242	73.64
-9	Missing	232	0.99
TOTALS		23,415	100.00

Variable Name: X2BLACK

Record #1, Position: 608 - 609, Format: N2.

Variable Label: X2 Student is Black or African American-composite

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```

if X1RACE_IM=1 or X1RACE=-9 then do;
  if S2BLACK in (0 1) then X2BLACK = S2BLACK ;
  else if X2P1RELATION in (1 2) and P2BLACK1 = 1 then X2BLACK = 1 ;
  else if X2P2RELATION in (1 2) and P2BLACK2 = 1 then X2BLACK = 1 ;
  else if X2P1RELATION in (1 2) and P2BLACK1 = 0 then X2BLACK = 0 ;
  else if X2P2RELATION in (1 2) and P2BLACK2 = 0 then X2BLACK = 0 ;
  else X2BLACK = -9 ;
end;
if S2BLACK in (0 1) then X2BLACK = S2BLACK ;
IF X2BLACK<0 THEN DO;
  X2BLACK = X1BLACK;
  X2RACE_IM = X1RACE_IM;
end;

```

Code	Value Label	Frequency	Percentage
0	Student is not Black	19,358	82.67
1	Student is Black	3,825	16.34
-9	Missing	232	0.99
TOTALS		23,415	100.00

Variable Name: X2ASIAN

Record #1, Position: 610 - 611, Format: N2.

Variable Label: X2 Student is Asian-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```

if X1RACE_IM=1 or X1RACE=-9 then do;
  if S2ASIAN in (0 1) then X2ASIAN = S2ASIAN ;
  else if X2P1RELATION in (1 2) and P2ASIAN1 = 1 then X2ASIAN = 1 ;
  else if X2P2RELATION in (1 2) and P2ASIAN2 = 1 then X2ASIAN = 1 ;
  else if X2P1RELATION in (1 2) and P2ASIAN1 = 0 then X2ASIAN = 0 ;
  else if X2P2RELATION in (1 2) and P2ASIAN2 = 0 then X2ASIAN = 0 ;
  else X2ASIAN = -9 ;
end;
if S2ASIAN in (0 1) then X2ASIAN = S2ASIAN ;
IF X2ASIAN<0 THEN DO;
  X2ASIAN = X1ASIAN;
  X2RACE_IM = X1RACE_IM;
end;

```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2PACISLE

Record #1, Position: 612 - 613, Format: N2.

Variable Label: X2 Student is Native Hawaiian/Pacific Islander-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents).

biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```
if X1RACE_IM=1 or X1RACE=-9 then do;
  if S2PACISLE in (0 1) then X2PACISLE = S2PACISLE ;
  else if X2P1RELATION in (1 2) and P2PACISLE1 = 1 then X2PACISLE = 1 ;
  else if X2P2RELATION in (1 2) and P2PACISLE2 = 1 then X2PACISLE = 1 ;
  else if X2P1RELATION in (1 2) and P2PACISLE1 = 0 then X2PACISLE = 0 ;
  else if X2P2RELATION in (1 2) and P2PACISLE2 = 0 then X2PACISLE = 0 ;
  else X2PACISLE = -9 ;
end;
if S2PACISLE in (0 1) then X2PACISLE = S2PACISLE ;
IF X2PACISLE<0 THEN DO;
  X2PACISLE = X1PACISLE;
  X2RACE_IM = X1RACE_IM;
end;
```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2AMINDIAN

Record #1, Position: 614 - 615, Format: N2.

Variable Label: X2 Student is American Indian/Alaska Native-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The sample member's race/ethnicity is characterized by a series of six dichotomous composite variables (the student is/is not white, the student is/is not black, etc.). The six dichotomous composite race/ethnicity variables are X2HISPANIC, X2WHITE, X2BLACK, X2ASIAN, X2PACISLE, and X2AMINDIAN. Each of these dichotomous composites is pulled from the base year composite when not imputed, otherwise it is based on data from the F1 student questionnaire; if still missing, they are based on the presence of the race/ethnicity from the F1 parent questionnaire (if parent questionnaire data includes race/ethnicity information for biological parents). The six dichotomous race/ethnicity composites are then used in conjunction to produce the summary race/ethnicity composite X2RACE.

SAS Logic:

```
if X1RACE_IM=1 or X1RACE=-9 then do;
  if S2AMINDIAN in (0 1) then X2AMINDIAN = S2AMINDIAN ;
  else if X2P1RELATION in (1 2) and P2AMINDIAN1 = 1 then X2AMINDIAN = 1 ;
  else if X2P2RELATION in (1 2) and P2AMINDIAN2 = 1 then X2AMINDIAN = 1 ;
  else if X2P1RELATION in (1 2) and P2AMINDIAN1 = 0 then X2AMINDIAN = 0 ;
  else if X2P2RELATION in (1 2) and P2AMINDIAN2 = 0 then X2AMINDIAN = 0 ;
  else X2AMINDIAN = -9 ;
end;
if S2AMINDIAN in (0 1) then X2AMINDIAN = S2AMINDIAN ;
IF X2AMINDIAN<0 THEN DO;
  X2AMINDIAN = X1AMINDIAN;
  X2RACE_IM = X1RACE_IM;
end;
```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2HISPTYPE

Record #1, Position: 616 - 617, Format: N2.

Variable Label: X2 Student's Hispanic/Latino/Latina subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2HISPTYPE indicates the sample member's Hispanic subgroup, where applicable. Information on Hispanic subgroup is pulled from the base year composite (X1HISPTYPE) except when updated by the student in the first follow-up student questionnaire. If missing, the data are pulled from the first followup parent questionnaire (when the parent questionnaire includes information about a particular Hispanic subgroup for both biological parents or one of the biological parents if the other biological parent is not Hispanic or is missing).

## SAS Logic:

```

if X2HISPANIC = 0 then X2HISPTYPE = 0;
else if X2HISPANIC = 1 then do;
    if S2HISPOR > 0 then X2HISPTYPE = S2HISPOR ;
    else if X1HISPTYPE>0 then X2HISPTYPE = X1HISPTYPE;
    else if X2P1RELATION in (1 2) and X2P2RELATION in (1 2) and
        P2HISPOR1 = P2HISPOR2 and P2HISPOR1 > 0 then X2HISPTYPE = P2HISPOR1 ;
    else if X2P1RELATION in (1 2) and P2HISPOR1 > 0 and (X2P2RELATION not in (1 2) or P2HISPOR2 < 0)
        then X2HISPTYPE = P2HISPOR1 ;
    else if X2P2RELATION in (1 2) and P2HISPOR2 > 0 and (X2P1RELATION not in (1 2) or P2HISPOR1 < 0)
        then X2HISPTYPE = P2HISPOR2 ;
    else X2HISPTYPE = -9 ;
end;
else X2HISPTYPE = -9 ;

```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2ASIANTYPE

Record #1, Position: 618 - 619, Format: N2.

Variable Label: X2 Student's Asian subgroup-composite

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- X2ASIANTYPE indicates the sample member's Asian subgroup, where applicable. Information on Asian subgroup is pulled from the base year composite (X1ASIANTYPE) except when updated by the student in the first follow-up student questionnaire. If missing, the data are pulled from the first follow-up parent questionnaire (when the parent questionnaire includes information about a particular Asian subgroup for both biological parents or one of the biological parents if the other biological parent is not Asian or is missing).

## SAS Logic:

```

if X2ASIAN = 0 then X2ASIANTYPE = 0;
else if X2ASIAN = 1 then do;
    if S2ASIANOR > 0 then X2ASIANTYPE = S2ASIANOR;
    else if X1ASIANTYPE>0 then X2ASIANTYPE = X1ASIANTYPE ;
    else if X2P1RELATION in (1 2) and X2P2RELATION in (1 2) and
        P2ASIANOR1 = P2ASIANOR2 and P2ASIANOR1 > 0 then X2ASIANTYPE = P2ASIANOR1 ;
    else if X2P1RELATION in (1 2) and P2ASIANOR1 > 0 and (X2P2RELATION not in (1 2) or P2ASIANOR2 < 0)
        then X2ASIANTYPE = P2ASIANOR1 ;
    else if X2P2RELATION in (1 2) and P2ASIANOR2 > 0 and (X2P1RELATION not in (1 2) or P2ASIANOR1 < 0)
        then X2ASIANTYPE = P2ASIANOR2 ;
    else X2ASIANTYPE = -9 ;
end;
else X2ASIANTYPE = -9 ;

```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2NATIVELANG

Record #1, Position: 620 - 621, Format: N2.

Variable Label: X2 Student's native language

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Indicates the language the sample member first learned to speak. X2NATIVELANG is first pulled from the BY composite (X1NATIVELANG) when not imputed. Otherwise the source is the F1 student questionnaire, i.e. S2LANG1ST (whether sample member first learned to speak English, Spanish, and/or another language) and S2LANG1STOS (non-English language sample member first learned to speak); if missing in F1 student questionnaire, X2NATIVELANG is taken from the F1 parent questionnaire, i.e. P2HOMELANG (whether a language other than English is spoken in the home) and P2RSPLANG (language parent respondent usually speaks to sample member). If missing from all sources, X2NATIVELANG is pulled from the imputed version of X1NATIVELANG, and if still missing statistically imputed for first follow-up student survey respondents (imputed values in X2NATIVELANG can be identified using X2NATIVEL\_IM). For sample members who first learned both English and a non-English language, X2NATIVELANG is coded with the applicable non-English language (see also X2DUALLANG).



SAS Logic:

```
X2NATIVE_LANG=0;
if S2LANG1ST = 1 then X2NATIVE_LANG_x = 1 ;
else if S2LANG1ST in (2 4) then X2NATIVE_LANG_x = 2 ;
else if S2LANG1ST in (3 5) and S2LANG1STOS > 0 then X2NATIVE_LANG_x = S2LANG1STOS + 2 ;
else if S2LANG1ST in (3 5) and S2LANG1STOS < 0 and P2RSPLANG >= 0 then X2NATIVE_LANG_x = P2RSPLANG + 1 ;
else if S2LANG1ST in (3 5) then X2NATIVE_LANG_x = 11 ;
else if P2HOMELANG = 0 then X2NATIVE_LANG_x = 1 ;
else if P2RSPLANG > 0 then X2NATIVE_LANG_x = P2RSPLANG + 1 ;
/*[else impute];*/
else X2NATIVE_LANG_x = -9 ;
if X1NATIVE_LANG=0 and X1NATIVE_LANG>0 then X2NATIVE_LANG=X1NATIVE_LANG;
else if X2NATIVE_LANG_x>0 then X2NATIVE_LANG=X2NATIVE_LANG_x;
else if X1NATIVE_LANG=1 then do;
    X2NATIVE_LANG=X1NATIVE_LANG;
    X2NATIVE_LANG_IM=X1NATIVE_LANG_IM;
end;
else X2NATIVE_LANG=-9;
```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2DUALLANG

Record #1, Position: 622 - 623, Format: N2.

Variable Label: X2 Student dual-first language indicator

Variable Description:

- Indicates whether the language the sample member first learned to speak was English only, a non-English language only, or English and a non-English language equally. This variable is pulled from the BY composite (X1DUALLANG) when not imputed. Otherwise the source is the first follow-up student questionnaire (S2LANG1ST). See also X2NATIVE\_LANG for further specificity of non-English languages.

SAS Logic:

```
if S2LANG1ST = 1 then X2DUALLANG_x = 1 ;
else if S2LANG1ST in (2 3) then X2DUALLANG_x = 2 ;
else if S2LANG1ST in (4 5) then X2DUALLANG_x = 3 ;
else X2DUALLANG_x = S2LANG1ST ;
if X1DUALLANG>0 then X2DUALLANG=X1DUALLANG;
else if X2DUALLANG_x>0 then X2DUALLANG=X2DUALLANG_x;
else X2DUALLANG=-9;
```

Code	Value Label	Frequency	Percentage
1	First language is English only	19,460	83.11
2	First language is a non-English language only	2,485	10.61
3	First language is English and non-English equally	1,459	6.23
-9	Missing	11	0.05
TOTALS		23,415	100.00

Variable Name: X2STDOB

Record #1, Position: 624 - 629, Format: A6

Variable Label: X2 Student's date of birth (YYYYMM)

Comment: Dates recoded on the public use file as follows: 1992 or earlier are recoded as 1992MM and 1996 or later are recoded as 1996MM. For dates where the year is bottom or top coded, the month value is left intact.

Variable Description:

- Indicates the sample member's birth year and month; X2STDOB is taken from the base year student questionnaire, and, if missing from the first follow-up student questionnaire. In cases where the birth date does not come from the base year or first follow-up student questionnaire, only the birth year is provided from the sampling roster, and X2STDOB is filled with YYYY00.

SAS Logic:

```
if S2BIRTHYR = 1 then byear = 1990;
else if S2BIRTHYR = 2 then byear = 1991;
else if S2BIRTHYR = 3 then byear = 1992;
```

```

else if S2BIRTHYR = 4 then byear = 1993;
else if S2BIRTHYR = 5 then byear = 1994;
else if S2BIRTHYR = 6 then byear = 1995;
else if S2BIRTHYR = 7 then byear = 1996;
else if S2BIRTHYR = 8 then byear = 1997;
/* Month */
if S2BIRTHMON<1 or S2BIRTHMON>12 then bmonth = 0 ;
else bmonth = S2BIRTHMON;
/* Quex DOB */
if byear > 0 then X2STDOB_n=byear*100+bmonth;
if X2STDOB_n>0 then X2STDOB=X2STDOB_n;
else X2STDOB=X1STDOB;

```

Code	Value Label	Frequency	Percentage
Alph	Alpha	23,411	99.98
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X2SAMEPAR1

Record #1, Position: 630 - 631, Format: N2.

Variable Label: X2 Same parent 1 as in the base year

Variable Description:

- Indicates whether the F1 parent 1 is the same parent 1 as in the base year.

SAS Logic:

```

if X2PQSTAT>=8 then X2SAMEPAR1=-8;
else if X1P1RELATION=-8 then X2SAMEPAR1=0;
else if X1P1RELAT_IM=1 or X1P1RELATION=-9 or X2P1RELATION=-9 then X2SAMEPAR1=0;
else if X1P1RELATION=X2P1RELATION and X1P1RELATION in (1,2) then X2SAMEPAR1=1;
else if X1P1RELATION^=X2P1RELATION and X1P1RELATION>0 and X2P1RELATION>0 and
(X1P1RELATION in (1,2) or X2P1RELATION in (1,2)) then X2SAMEPAR1=0;
else if X1P1RELATION^=X2P1RELATION and X1P1RELATION in (1,3,5,7,9,11,13,15) and
X2P1RELATION in (2,4,6,8,10,12,14,16) then X2SAMEPAR1=0;
else if X1P1RELATION^=X2P1RELATION and X2P1RELATION in (1,3,5,7,9,11,13,15) and
X1P1RELATION in (2,4,6,8,10,12,14,16) then X2SAMEPAR1=0;
else if X2P1RELATION>0 and X2PARRESP=1 and P2SAMER=1 then X2SAMEPAR1=1;
else if X2P1RELATION>0 or X2PARRESP=1 and P2SAMER=0 then X2SAMEPAR1=0;
else X2SAMEPAR1=0;

```

Code	Value Label	Frequency	Percentage
0	No	2,656	11.34
1	Yes	5,965	25.48
-8	Unit non-response	14,794	63.18
TOTALS		23,415	100.00

Variable Name: X2SAMEPAR2

Record #1, Position: 632 - 633, Format: N2.

Variable Label: X2 Same parent 2 as in the base year

Variable Description:

- Indicates whether the F1 parent 2 is the same parent 2 as in the base year.

SAS Logic:

```

if X2PQSTAT>=8 then X2SAMEPAR2=-8;
else if X1P2RELATION=-8 and X2P2RELATION>0 then X2SAMEPAR2=0;
else if X2P2RELATION=-7 then X2SAMEPAR2=-7;
else if X1P2RELATION=-7 and X2P2RELATION>0 then X2SAMEPAR2=0;
else if X1P2RELAT_IM=1 or X1P2RELATION=-9 or X2P2RELATION=-9 then X2SAMEPAR2=0;
else if X1P2RELATION=X2P2RELATION and X1P2RELATION in (1,2) then X2SAMEPAR2=1;
else if X1P2RELATION^=X2P2RELATION and X1P2RELATION>0 and
X2P2RELATION>0 and (X1P2RELATION in (1,2) or X2P2RELATION in (1,2)) then X2SAMEPAR2=0;
else if X1P2RELATION^=X2P2RELATION and X1P2RELATION in (1,3,5,7,9,11,13,15) and
X2P2RELATION in (2,4,6,8,10,12,14,16) then X2SAMEPAR2=0;

```

else if X1P2RELATION=X2P2RELATION and X2P2RELATION in (1,3,5,7,9,11,13,15) and

X1P2RELATION in (2,4,6,8,10,12,14,16) then X2SAMEPAR2=0;

else if X2P2RELATION>0 and X2PARRESP=1 and P2SAMER=1 and P2SAMESPS=1 then X2SAMEPAR2=1;

else if X2P2RELATION>0 and X2PARRESP=1 and P2SAMER=1 and P2SAMESPS=0 then X2SAMEPAR2=0;

else X2SAMEPAR2=0;

Code	Value Label	Frequency	Percentage
0	No	2,508	10.71
1	Yes	4,179	17.85
-7	Item legitimate skip/NA	1,934	8.26
-8	Unit non-response	14,794	63.18
TOTALS		23,415	100.00

Variable Name: X2NUMHS

Record #1, Position: 634 - 635, Format: N2.

Variable Label: X2 Number of high schools attended

Variable Description:

- Indicates the total number of high schools the sample member has attended.

SAS Logic:

if X1NCESID=X2NCESID then X2NUMHS=2;

else X2NUMHS=1;

if s2othhsid1 ^in ('-9','-8','-7','-6',"") then X2NUMHS=X2NUMHS+1;

if s2othhsid2 ^in ('-9','-8','-7','-6',"") then X2NUMHS=X2NUMHS+1;

Code	Value Label	Frequency	Percentage
1	1 High school	20,243	86.45
2	2 High schools	2,652	11.33
3	3 High schools	471	2.01
4	4 High schools	49	0.21
TOTALS		23,415	100.00

Variable Name: X2TXMTH

Record #1, Position: 636 - 642, Format: N7.4

Variable Label: X2 Mathematics theta score

Variable Description:

- The math theta score represents the student's ability level on a continuous scale. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). When the score is not available, X2TXMTH1-5 are created as the multiple imputation values for X2TXMTH. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the theta score is X2TXMSEM. The standardized form of the mathematics theta score is X2TXMTSCOR. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math theta score.

Code	Value Label	Frequency	Percentage
C	-2.6019 - 4.5046	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM

Record #1, Position: 643 - 649, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement for raw theta score

Variable Description:

- The standard error of measurement (SEM) for the theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. When the score is not available, X2TXMSEM1-5 are created as the multiple imputation

values for X2TXMSEM. X2TXMSEM is the mean of X2TXMSEM1-5. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math theta SEM.

Code	Value Label	Frequency	Percentage
C	0.184 - 0.7554	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSCR

Record #1, Position: 650 - 656, Format: N7.4

Variable Label: X2 Mathematics IRT-estimated number right score (of ## first follow-up items)

Variable Description:

- The math IRT-estimated number correct is a criterion-referenced measure at the time of the First Follow-up assessment. The criterion is the set of skills defined by both the HSLs:09 Base Year and First Follow-up framework and represented by the 118 items used to score HSLs:09 First Follow-up math assessment. The estimated number correct for math is an estimate of the number of items students would have answered correctly had they responded to all 118 items in the item pool. The ability estimates (Thetas) from the First Follow-up and item parameters derived from the IRT calibration were used to calculate each student's probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number-correct scale score. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math estimate number correct.

Code	Value Label	Frequency	Percentage
C	25.0057 - 115.1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2X1TXMSCR

Record #1, Position: 657 - 663, Format: N7.4

Variable Label: X2 Mathematics IRT-estimated number right score at time of base year (of 118 first follow-up items)

Variable Description:

- The math IRT-estimated number correct is a criterion-referenced measure of achievement at the time of the Base Year assessment. The criterion is the set of skills defined by both the HSLs:09 Base Year and First Follow-up framework and represented by the 118 items used to score the HSLs:09 First Follow-up mathematics assessment. The estimated number correct for math is an estimate of the number of items students would have answered correctly had they responded to all 118 items in the item pool. The ability estimates (Thetas) from the Base Year and item parameters derived from the IRT calibration were used to calculate each student's probability of a correct answer for each of the items in the pool. These probabilities are summed to produce the IRT-estimated number-correct scale score. See Chapter 2 of the HSLs:09 First Follow-up Data File Documentation (NCES 2014-361) for more information on the derivation of the math estimated number correct.

Code	Value Label	Frequency	Percentage
C	25.0925 - 103.788	18,623	79.53
-8	Unit non-response	2,821	12.05
-9	Missing	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X2TXMTSCOR

Record #1, Position: 664 - 670, Format: N7.4

Variable Label: X2 Mathematics standardized theta score

Variable Description:

- The math standardized T score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated percent-correct score which represents status with respect to achievement on a particular criterion set of test items). The standardized T score is a transformation of the IRT theta (ability) estimate, rescaled to a mean of 50 and standard deviation of 10. An advantage of the standardized score over the raw theta score is that it facilitates comparisons in standard deviation units. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math T score.

Code	Value Label	Frequency	Percentage
C	22.2383 - 84.9051	20,594	87.95

-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMQUINT

Record #1, Position: 671 - 672, Format: N2.

Variable Label: X2 Mathematics quintile score

Variable Description:

- The math quintile score is a norm-referenced measure of achievement. The quintile score divides the weighted (population estimate) achievement distributions into five equal groups, based on math score (X2TXMTSCOR). Quintile 1 corresponds to the lowest-achieving one-fifth of the population, quintile 5 the highest. To determine the quintile cut-points, the weighted distribution of the standardized scores was divided at the 20th, 40th, 60th, and 80th percentiles. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math quintile score.

Code	Value Label	Frequency	Percentage
1	First (lowest) quintile	3,359	14.35
2	Second quintile	3,706	15.83
3	Third (middle) quintile	3,975	16.98
4	Fourth quintile	4,491	19.18
5	Fifth (highest) quintile	5,063	21.62
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF1

Record #1, Position: 673 - 679, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 1

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLs:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLs:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 1: algebraic expressions. Students able to answer questions such as these have an understanding of algebraic basics including evaluating simple algebraic expressions and translating between verbal and symbolic representations of expressions. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability score.

Code	Value Label	Frequency	Percentage
C	0.007 - 1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF2

Record #1, Position: 680 - 686, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 2

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLs:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLs:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 2: multiplicative and proportional thinking. Students able to answer questions such as these have an understanding of proportions and multiplicative situations and can solve proportional situation word problems, find the percent of a number, and identify equivalent algebraic expressions for multiplicative situations. See Chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0096 - 1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF3

Record #1, Position: 687 - 693, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 3

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLS:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 3: algebraic equivalents. Students able to answer questions such as these have an understanding of algebraic equivalents and can link equivalent tabular and symbolic representations of linear equations, identify equivalent lines and find the sum of variable expressions. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0185 - 1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF4

Record #1, Position: 694 - 700, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 4

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLS:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 4: systems of equations. Students able to answer questions such as these have an understanding of systems of linear equations and can solve such systems algebraically and graphically and characterize the lines (parallel, intersecting, collinear) represented by a system of linear equations. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0263 - 1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF5

Record #1, Position: 701 - 707, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 5

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLS:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 5: linear functions. Students able to answer questions such as these have an understanding of linear functions and can find and use slopes and intercepts of lines, and use functional notation. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0323 - 1	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF6

Record #1, Position: 708 - 714, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 6 \*\* New Level \*\*

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLS:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 6: quadratic functions. Students able to answer questions such as these have an understanding of quadratic functions and can solve quadratic equations and inequalities and understand the relationship between roots and the discriminant. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0159 - 0.9981	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMPROF7

Record #1, Position: 715 - 721, Format: N7.4

Variable Label: X2 Mathematics proficiency probability score: level 7 \*\* New Level \*\*

Variable Description:

- The math proficiency probability scores are criterion-referenced and are based on clusters of items that mark seven levels on the mathematics scale developed in the HSLS:09 first follow-up. The levels are hierarchical in the sense that mastery of a higher level typically implies proficiency at the lower levels. The HSLS:09 first follow-up proficiency probabilities were computed using IRT-estimated item parameters. Each proficiency probability represents the probability that a student would pass a given proficiency level. Clusters of four items were identified that marked mathematics level 7: log and exponential functions. Students able to answer questions such as these have an understanding of exponential and log functions, including geometric sequences and can identify inverses of log and exponential functions and when geometric sequences converge. See Chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361) for more information on the derivation of the math proficiency probability scores.

Code	Value Label	Frequency	Percentage
C	0.0027 - 0.9164	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2MACC

Record #1, Position: 722 - 723, Format: N2.

Variable Label: X2 Mathematics assessment accommodations

Variable Description:

- Whether accommodation(s) were provided for assessment administration to students with special needs - either identified in an IEP or specified by a school official at the time of test administration: no accommodation needed; extra time for test or other special test accommodations needed (e.g., use of calculator, tests read to student). X2MACC was set to 1 if special test accommodations and/or extra time were needed. Those taking a test but not requiring test accommodations had X2MACC=0. X2MACC=-8 for those that did not take the test.

SAS Logic:

```
if X2TESTSTAT in (1) then do;
  if F1StuAccom=1 then X2MACC=1; * F1StuAccom pulled from case management system and not on ECB ;
  else X2MACC=0;
end;
else do;
  X2MACC=-8;
end;
```

Code	Value Label	Frequency	Percentage
0	No	18,314	78.21
1	Yes	193	0.82
-8	Unit non-response	4,908	20.96
TOTALS		23,415	100.00

Variable Name: X2PARRESP

Record #1, Position: 724 - 725, Format: N2.

Variable Label: X2 Whether parent questionnaire respondent is Parent 1

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Indicates whether or not the parent questionnaire respondent is "parent 1"; that is, the parent to whom all "parent 1" variables (e.g. X2P1RELATION, X2PAR1EMP, P2YRBORN1, P2USYR1, etc.) refer. The parent questionnaire respondent is always "parent 1" except in cases where: (1) the respondent is a grandparent, other adult relative, or other non-parent guardian, and (2) there are two biological, adoptive, step, or foster parents in the home. In such cases (i.e. where P2RELSHP > 8 and P2HHPARENT = 2), "parent 1" and "parent 2" are the parents identified in P2HHPARREL1 and P2HHPARREL2.

## SAS Logic:

if X2PQSTAT in (8,9) then do;

    X2PARRESP = -8 ;

end;

else do;

    if P2HHPARENT = 2 and P2HHPARREL1>0 then X2PARRESP = 0;

    else if P2HHPARENT ne . Then X2PARRESP = 1;

    else X2PARRESP = -9;

end;

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

## Variable Name: X2P1RELATION

Record #1, Position: 726 - 727, Format: N2.

Variable Label: X2 Parent 1: relationship to sample member

Comment: Non-partner guardian relationships recoded as other guardian on the public use file. ("Other guardian" includes foster parent, partner, grandparent, and other relative, as well as other guardian.)

## Variable Description:

- Indicates the relationship of the first parent to the sample member; that is, the parent to whom all "parent 1" variables (e.g. X2P1RELATION, X2PAR1EMP, P2YRBORN1, P2USYR1, etc.) refer. The respondent is parent 1 when their relationship is a biological/adoptive/step parent, otherwise in two parent households parent 1 is the first resident parent whose relationship is a biological/adoptive/step parent, otherwise parent 1 is the respondent regardless of their relationship to the child. X2P1RELATION is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2P1RELATION is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2P1RELATION can be identified using X2P1RELAT\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

## SAS Logic:

if X2PQSTAT in (8,9) then do;

    X2P1RELATION = -8 ;

end;

else do;

    if P2HHPARENT = 2 and P2HHPARREL1 > 0 then X2P1RELATION = P2HHPARREL1;

    else if P2RELSHP > 0 then X2P1RELATION = P2RELSHP;

    else X2P1RELATION = -9;

end;

Code	Value Label	Frequency	Percentage
1	Biological mother	15,121	64.58
2	Biological father	4,233	18.08
3	Adoptive mother	385	1.64
4	Adoptive father	130	0.56
5	Stepmother	172	0.73
6	Stepfather	177	0.76
15	Other female guardian	564	2.41
16	Other male guardian	137	0.59
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

## Variable Name: X2PAR1EDU



Record #1, Position: 728 - 729, Format: N2.

Variable Label: X2 Parent 1: highest level of education

Variable Description:

- Indicates the highest level of education achieved by parent 1. X2PAR1EDU is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR1EDU is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2PAR1EDU can be identified using X2PAR1EDU\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

if X2PQSTAT in (8,9) then X2PAR1EDU = -8 ;

else X2PAR1EDU=P2HIDE1;

Code	Value Label	Frequency	Percentage
1	Less than high school	1,682	7.18
2	High school diploma or GED or alternative HS credential	7,642	32.64
3	Certificate/diploma from school providing occupational training	900	3.84
4	Associate's degree	3,261	13.93
5	Bachelor's degree	4,787	20.44
6	Master's degree	1,928	8.23
7	Ph.D/M.D/Law/other high lvl prof degree	719	3.07
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR1EMP

Record #1, Position: 730 - 731, Format: N2.

Variable Label: X2 Parent 1: employment status

Variable Description:

- Indicates the employment status of parent 1. X2PAR1EMP is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR1EMP is statistically imputed for first follow-up student participants (X2SQSTAT<=7) when all sources of parent data are missing (imputed values in X2PAR1EMP can be identified using X2PAR1EMP\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

if X2PQSTAT in (8,9) then X2PAR1EMP = -8 ;

else if P2JOBEVER1 = 0 then X2PAR1EMP = 1 ;

else if P2JOBEVER1 = 1 and P2JOBNOW1 = 0 then X2PAR1EMP = 2 ;

else if P2JOBNOW1 = 1 then do;

    if P2HOURS1 >= 35 then X2PAR1EMP = 4 ;

    else if 0 <= P2HOURS1 < 35 then X2PAR1EMP = 3 ;

    else X2PAR1EMP = -9;

end;

else X2PAR1EMP = -9 ;

Code	Value Label	Frequency	Percentage
1	P1 has never worked for pay	437	1.87
2	P1 not currently working for pay	4,652	19.87
3	P1 currently working PT (<35 hrs/wk)	2,729	11.65
4	P1 currently working FT (>=35 hrs/wk)	13,101	55.95
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR1OCC2

Record #1, Position: 732 - 733, Format: N2.

Variable Label: X2 Parent 1: current/most recent occupation: 2-digit ONET code

Variable Description:

- X2PAR1OCC2 stores the 2-digit Occupational Information Network (O\*NET) code of parent 1's current (or most recent) job. Use X2PAR1EMP to distinguish whether the code stored in X2PAR1OCC2 refers to a current or most recent job. X2PAR1OCC2 is pulled from the first follow-up parent questionnaire, and if missing or uncodeable it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR1OCC2 is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2PAR1OCC2 can be identified using X2PAR1OCC\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2PAR1OCC2 = -8 ;
else if X2PAR1EMP = 1 then X2PAR1OCC2 = -7 ;
else X2PAR1OCC2 = P2JOB2ONET1 ;
```

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,770	11.83
13	Business and Financial Operations Occupations	1,021	4.36
15	Computer and Mathematical Occupations	374	1.60
17	Architecture and Engineering Occupations	292	1.25
19	Life, Physical, and Social Science Occupations	221	0.94
21	Community and Social Services Occupations	551	2.35
23	Legal Occupations	232	0.99
25	Education, Training, and Library Occupations	1,968	8.40
27	Arts, Design, Entertainment, Sports, and Media Occupations	345	1.47
29	Healthcare Practitioners and Technical Occupations	1,727	7.38
31	Healthcare Support Occupations	872	3.72
33	Protective Service Occupations	289	1.23
35	Food Preparation and Serving Related Occupations	841	3.59
37	Building and Grounds Cleaning and Maintenance Occupations	632	2.70
39	Personal Care and Service Occupations	820	3.50
41	Sales and Related Occupations	1,476	6.30
43	Office and Administrative Support Occupations	2,987	12.76
45	Farming, Fishing, and Forestry Occupations	174	0.74
47	Construction and Extraction Occupations	413	1.76
49	Installation, Maintenance, and Repair Occupations	414	1.77
51	Production Occupations	1,328	5.67
53	Transportation and Material Moving Occupations	672	2.87
55	Military Specific Occupations	63	0.27
-7	Item legitimate skip/NA	437	1.87
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR1OCC6

Record #1, Position: 734 - 739, Format: N6.

Variable Label: X2 Parent 1: current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2PAR1OCC6 stores the 6-digit Occupational Information Network (O\*NET) code of parent 1's current (or most recent) job. Use X2PAR1EMP to distinguish whether the code stored in X2PAR1OCC6 refers to a current or most recent job. See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy. Please note that if the value of X2PAR1OCC2 was imputed to a value of "XX", X2PAR1OCC6 is imputed to a value of "XX0000" (as opposed to a more-specifically imputed value of "XXXXXX"). Imputed values in these variables can be identified by using the variable X2PAR1OCC\_IM. Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

if X2PQSTAT in (8,9) then X2PAR1OCC6 = -8 ;  
 else if X2PAR1EMP = 1 then X2PAR1OCC6 = -7;  
 else if P2JOB6ONET1 > 0 then X2PAR1OCC6 = P2JOB6ONET1;  
 else if P2JOB6ONET1 < 0 and 0 < X2PAR1OCC2 < 99 then X2PAR1OCC6 = 1 \* (X2PAR1OCC2 || '0000');  
 else X2PAR1OCC6=-9;

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2PAR1RACE

Record #1, Position: 740 - 741, Format: N2.

Variable Label: X2 Parent 1: race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- Characterizes the race/ethnicity of parent 1. X2PAR1RACE summarizes the following 6 dichotomous race/ethnicity variables drawn from the parent questionnaire: P2HISP1, P2WHITE1, P2BLACK1, P2ASIAN1, P2PACISLE1, and P2AMINDIAN1.

SAS Logic:

```
array P2_race P2WHITE1 P2BLACK1 P2ASIAN1 P2PACISLE1 P2AMINDIAN1 ;
```

```
Race_count_p1 = 0 ;
```

```
do over P2_race ;
```

```
  if P2_race = 1 then race_count_p1 = race_count_p1 + 1 ;
```

```
end ;
```

```
if X2PQSTAT in (8,9) then X2PAR1RACE = -8 ;
```

```
else if P2HISP1 = 1 then do ;
```

```
  if race_count_p1 > 0 then X2PAR1RACE = 5 ;
```

```
  else X2PAR1RACE = 4 ;
```

```
end ;
```

```
else if P2HISP1 = 0 and race_count_p1 > 1 then X2PAR1RACE = 6 ;
```

```
else if P2HISP1 = 0 and race_count_p1 = 1 then do ;
```

```
  if P2WHITE1 = 1 then X2PAR1RACE = 8 ;
```

```
  if P2BLACK1 = 1 then X2PAR1RACE = 3 ;
```

```
  if P2ASIAN1 = 1 then X2PAR1RACE = 2 ;
```

```
  if P2PACISLE1 = 1 then X2PAR1RACE = 7 ;
```

```
  if P2AMINDIAN1 = 1 then X2PAR1RACE = 1 ;
```

```
end ;
```

```
else if P2HISP1 = 0 and race_count_p1 = 0 then X2PAR1RACE = -9 ;
```

```
else if P2HISP1 = -9 then X2PAR1RACE = -9 ;
```

```
else X2PAR1RACE = -9 ;
```

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	633	2.70
3	Black/African-American, non-Hispanic	928	3.96
4	Hispanic, no race specified	193	0.82
5	Hispanic, race specified	937	4.00
6	More than one race, non-Hispanic	268	1.14
8	White, non-Hispanic	5,150	21.99
9	Other, non-Hispanic	92	0.39
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	420	1.79
TOTALS		23,415	100.00

Variable Name: X2P2RELATION

Record #1, Position: 742 - 743, Format: N2.

Variable Label: X2 Parent 2: spouse's relationship to sample member

Comment: Non-partner guardian relationships recoded as other guardian on the public use file. ("Other guardian" includes foster parent, partner, grandparent, and other relative, as well as other guardian.)

Variable Description:

- Indicates the relationship of the second parent to the sample member; that is, the parent to whom all "parent 2" variables (e.g. X2P2RELATION, X2PAR2EMP, P2YRBORN1, P2USYR1, etc.) refer. The spouse of parent 1 is typically parent 2 when parent 1's relationship is a biological/adoptive/step parent or there are no resident biological/adoptive/step parents, otherwise in one parent households parent 2 is the first resident parent, otherwise parent 2 is the other parental adult in the household. X2P2RELATION is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2P2RELATION is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2P2RELATION can be identified using X2P2RELAT\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

if X2PQSTAT in (8,9) then do;

    X2P2RELATION = -8 ;

end;

else do;

    if P2HHPARREL2 > 0 then X2P2RELATION = P2HHPARREL2;

    else if P2HHPARENT = 1 then X2P2RELATION = P2HHPARREL1;

    else if P2SPSREL > 0 then X2P2RELATION = P2SPSREL;

    else if P2SPOUSE=3 and P2OTHADULT=1 then X2P2RELATION = P2OTHREL;

    else if P2HHPARREL1 in (-7,-9) and

        P2HHPARREL2 in (-7,-9) and

        P2SPSREL = -7 then X2P2RELATION = -7;

    else if P2SPOUSE=-9 or (P2SPOUSE=3 and

        P2OTHADULT=-9) then X2P2RELATION = -7;

    else X2P2RELATION = -9;

end;

Code	Value Label	Frequency	Percentage
1	Biological mother	3,234	13.81
2	Biological father	8,846	37.78
3	Adoptive mother	100	0.43
4	Adoptive father	365	1.56
5	Stepmother	412	1.76
6	Stepfather	1,984	8.47
15	Other female guardian	561	2.40
16	Other male guardian	759	3.24
-7	Item legitimate skip/NA	4,658	19.89
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR2EDU

Record #1, Position: 744 - 745, Format: N2.

Variable Label: X2 Parent 2: highest level of education

Variable Description:

- Indicates the highest level of education achieved by parent 2. X2PAR2EDU is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR2EDU is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2PAR2EDU can be identified using X2PAR2EDU\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

if X2PQSTAT in (8,9) then X2PAR2EDU = -8 ;

else if X2P2RELATION = -7 then X2PAR2EDU = -7 ;

else X2PAR2EDU=P2HIDE2G2;

Code	Value Label	Frequency	Percentage
------	-------------	-----------	------------

1	Less than high school	1,681	7.18
2	High school diploma or GED or alternative HS credential	6,653	28.41
3	Certificate/diploma from school providing occupational training	613	2.62
4	Associate's degree	2,019	8.62
5	Bachelor's degree	3,267	13.95
6	Master's degree	1,258	5.37
7	Ph.D/M.D/Law/other high lvl prof degree	770	3.29
-7	Item legitimate skip/NA	4,658	19.89
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR2EMP

Record #1, Position: 746 - 747, Format: N2.

Variable Label: X2 Parent 2: employment status

Variable Description:

- Indicates the employment status of parent 2. X2PAR2EMP is pulled from the first follow-up parent questionnaire, and if missing it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR2EMP is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2PAR2EMP can be identified using X2PAR2EMP\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

```

if X2PQSTAT in (8,9) then X2PAR2EMP = -8 ;
else if X2P2RELATION = -7 then X2PAR2EMP = -7 ;
else if P2JOBEVER2 = 0 then X2PAR2EMP = 1 ;
else if P2JOBEVER2 = 1 and P2JOBNOW2 = 0 then X2PAR2EMP = 2 ;
else if P2JOBNOW2 = 1 then do;
  if P2HOURS2 >= 35 then X2PAR2EMP = 4 ;
  else if 0 <= P2HOURS2 < 35 then X2PAR2EMP = 3 ;
  else X2PAR2EMP = -9;
end;
else X2PAR2EMP = -9 ;

```

Code	Value Label	Frequency	Percentage
1	P2 has never worked for pay	344	1.47
2	P2 not currently working for pay	2,563	10.95
3	P2 currently working PT (<35 hrs/wk)	1,129	4.82
4	P2 currently working FT (>=35 hrs/wk)	12,225	52.21
-7	Item legitimate skip/NA	4,658	19.89
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR2OCC2

Record #1, Position: 748 - 749, Format: N2.

Variable Label: X2 Parent 2: current/most recent occupation: 2-digit ONET code

Variable Description:

- X2PAR2OCC2 stores the 2-digit Occupational Information Network (O\*NET) code of parent 2's current (or most recent) job. Use X2PAR2EMP to distinguish whether the code stored in X2PAR2OCC2 refers to a current or most recent job. X2PAR2OCC2 is pulled from the first follow-up parent questionnaire, and if missing or uncodeable it is imputed from the base year parent questionnaire and the first follow-up student questionnaire. X2PAR2OCC2 is statistically imputed for first follow-up student sample members when all sources of parent data are missing (imputed values in X2PAR2OCC2 can be identified using X2PAR2OCC\_IM=2). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

SAS Logic:

```

if X2PQSTAT in (8,9) then X2PAR2OCC2 = -8 ;
else if X2PAR2EMP in (1,-7) then X2PAR2OCC2 = -7 ;
else X2PAR2OCC2 = P2JOB2ONET2 ;

```

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,718	11.61
13	Business and Financial Operations Occupations	653	2.79
15	Computer and Mathematical Occupations	412	1.76
17	Architecture and Engineering Occupations	560	2.39
19	Life, Physical, and Social Science Occupations	210	0.90
21	Community and Social Services Occupations	215	0.92
23	Legal Occupations	155	0.66
25	Education, Training, and Library Occupations	708	3.02
27	Arts, Design, Entertainment, Sports, and Media Occupations	229	0.98
29	Healthcare Practitioners and Technical Occupations	858	3.66
31	Healthcare Support Occupations	255	1.09
33	Protective Service Occupations	423	1.81
35	Food Preparation and Serving Related Occupations	384	1.64
37	Building and Grounds Cleaning and Maintenance Occupations	497	2.12
39	Personal Care and Service Occupations	306	1.31
41	Sales and Related Occupations	985	4.21
43	Office and Administrative Support Occupations	1,018	4.35
45	Farming, Fishing, and Forestry Occupations	224	0.96
47	Construction and Extraction Occupations	1,306	5.58
49	Installation, Maintenance, and Repair Occupations	1,087	4.64
51	Production Occupations	1,499	6.40
53	Transportation and Material Moving Occupations	1,085	4.63
55	Military Specific Occupations	130	0.56
-7	Item legitimate skip/NA	5,002	21.36
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PAR2OCC6

Record #1, Position: 750 - 755, Format: N6.

Variable Label: X2 Parent 2: current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2PAR2OCC6 stores the 6-digit Occupational Information Network (O\*NET) code of parent 2's current (or most recent) job. Use X2PAR2EMP to distinguish whether the code stored in X2PAR2OCC6 refers to a current or most recent job. See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy. Please note that if the value of X2PAR2OCC2 was imputed to a value of "XX", X2PAR2OCC6 is imputed to a value of "XX0000" (as opposed to a more-specifically imputed value of "XXXXXX"). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. Imputed values in these variables can be identified by using the variable X2PAR2OCC\_IM=2.

SAS Logic:

```

if X2PQSTAT in (8,9) then X2PAR2OCC6 = -8 ;
else if X2PAR2EMP in (1,-7) then X2PAR2OCC6 = -7;
else if P2JOB6ONET2 > 0 then X2PAR2OCC6 = P2JOB6ONET2;
else if P2JOB6ONET2 < 0 and
      0 < X2PAR2OCC2 < 99 then X2PAR2OCC6 = 1 * (X2PAR2OCC2 || '0000');
else X2PAR2OCC6=-9;

```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2PAR2RACE

Record #1, Position: 756 - 757, Format: N2.

Variable Label: X2 Parent 2: race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- Characterizes the race/ethnicity of parent 2. X2PAR2RACE summarizes the following 6 dichotomous race/ethnicity variables drawn from the parent questionnaire: P2HISP2, P2WHITE2, P2BLACK2, P2ASIAN2, P2PACISLE2, and P2AMINDIAN2.

SAS Logic:

```
array p2_race P2WHITE2 P2BLACK2 P2ASIAN2 P2PACISLE2 P2AMINDIAN2;
```

```
Race_count_p2 = 0;
```

```
do over p2_race;
```

```
  if p2_race = 1 then race_count_p2 = race_count_p2 + 1 ;
```

```
end;
```

```
if X2PQSTAT in (8,9) then X2PAR2RACE = -8 ;
```

```
else if X2P2RELATION = -7 then X2PAR2RACE = -7 ;
```

```
else if P2HISP2 = 1 then do ;
```

```
  if race_count_p2 > 0 then X2PAR2RACE = 5 ;
```

```
  else X2PAR2RACE = 4 ;
```

```
end ;
```

```
else if P2HISP2 = 0 and race_count_p2 > 1 then X2PAR2RACE = 6 ;
```

```
else if P2HISP2 = 0 and race_count_p2 = 1 then do ;
```

```
  if P2WHITE2 = 1 then X2PAR2RACE = 8 ;
```

```
  if P2BLACK2 = 1 then X2PAR2RACE = 3 ;
```

```
  if P2ASIAN2 = 1 then X2PAR2RACE = 2 ;
```

```
  if P2PACISLE2 = 1 then X2PAR2RACE = 7 ;
```

```
  if P2AMINDIAN2 = 1 then X2PAR2RACE = 1 ;
```

```
end;
```

```
else if P2HISP2 = 0 and race_count_p2 = 0 then X2PAR2RACE = -9 ;
```

```
else if P2HISP2 = -9 then X2PAR2RACE = -9 ;
```

```
else X2PAR2RACE = -9 ;
```

Code	Value Label	Frequency	Percentage
2	Asian, non-Hispanic	578	2.47
3	Black/African-American, non-Hispanic	574	2.45
4	Hispanic, no race specified	143	0.61
5	Hispanic, race specified	706	3.02
6	More than one race, non-Hispanic	117	0.50
8	White, non-Hispanic	4,141	17.69
9	Other, non-Hispanic	70	0.30
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,934	8.26
-8	Unit non-response	2,515	10.74
-9	Missing	358	1.53
TOTALS		23,415	100.00

Variable Name: X2PAREDU

Record #1, Position: 758 - 759, Format: N2.

Variable Label: X2 Parents'/guardians' highest level of education

Variable Description:

- Indicates the highest level of education achieved by either parent 1 or parent 2. X2PAREDU is constructed from two composite variables (X2PAR1EDU and X2PAR2EDU) which can contain imputed values; if either of these two input variables are imputed and the highest level of education could not be inferred from non-imputed data, then the imputation flag for X2PAREDU (X2PAREDU\_IM) is set to 2. Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2PAREDU = -8 ;
```

else if X2PAR1EDU=7 or X2PAR2EDU=7 then X2PAREDU=7;  
 else if X2PAR1EDU=-9 or X2PAR2EDU=-9 then X2PAREDU=-9;  
 else if X2PAR1EDU >= X2PAR2EDU then X2PAREDU = X2PAR1EDU ;  
 else if X2PAR2EDU > 0 then X2PAREDU = X2PAR2EDU ;

Code	Value Label	Frequency	Percentage
1	Less than high school	1,094	4.67
2	High school diploma or GED or alternative HS credential	6,400	27.33
3	Certificate/diploma from school providing occupational training	1,011	4.32
4	Associate's degree	3,342	14.27
5	Bachelor's degree	5,154	22.01
6	Master's degree	2,615	11.17
7	Ph.D/M.D/Law/other high lvl prof degree	1,303	5.56
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2PARPATTERN

Record #1, Position: 760 - 761, Format: N2.

Variable Label: X2 P1-P2 relationship pattern

Variable Description:

- This variable indicates: (1) whether there are one or two parents in sample member's home, (2) the relationship of those parent(s) to the sample member, and (3) if there are two parents in the home, the relationship of those parents to each other. This variable was derived from two composite variables (X2P1RELATION and X2P2RELATION) which contain imputed values, as well as one parent questionnaire variable (P2HHTIME) which was imputed, when missing, for the purposes of constructing X2PARPATTERN (though the imputed values of P2HHTIME are not delivered). Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight.

Note: Combined "Bio/adoptive mother and non-partner guardian" with "Bio/adoptive mother and non-bio/adoptive partner" into "Bio/adoptive mother and other guardian" and combined "Bio/adoptive father and non-partner guardian" with "Bio/adoptive father and non-bio/adoptive partner" into "Bio/adoptive father and other guardian" on the public use file. ("Other guardian" includes stepparent, foster parent, partner, grandparent, and other relative, as well as other guardian.)

SAS Logic:

```

if X2PQSTAT in (8,9) then X2PARPATTERN = -8 ;
else if P2HHTIME in (4 5) then X2PARPATTERN = 11 ;
else if X2P1RELATION = -9 or X2P2RELATION = -9 or P2HHTIME = -9 then X2PARPATTERN = -9 ;
else if X2P1RELATION in (1 3) then do;
  if X2P2RELATION in (1 2 3 4) then X2PARPATTERN = 1 ;
  else if X2P2RELATION in (5 6 7 8 9 10) then X2PARPATTERN = 2 ;
  else if X2P2RELATION = -7 then X2PARPATTERN = 7 ;
  else X2PARPATTERN = 3 ;
end;
else if X2P1RELATION in (2 4) then do;
  if X2P2RELATION in (1 2 3 4) then X2PARPATTERN = 1 ;
  else if X2P2RELATION in (5 6 7 8 9 10) then X2PARPATTERN = 4 ;
  else if X2P2RELATION = -7 then X2PARPATTERN = 8 ;
  else X2PARPATTERN = 5 ;
end;
else if X2P1RELATION in (5 7 9) then do;
  if X2P2RELATION in (1 3) then X2PARPATTERN = 2 ;
  else if X2P2RELATION in (2 4) then X2PARPATTERN = 4 ;
  else if X2P2RELATION = -7 then X2PARPATTERN = 9 ;
  else X2PARPATTERN = 6 ;
end;
else if X2P1RELATION in (6 8 10) then do;
  if X2P2RELATION in (1 3) then X2PARPATTERN = 2 ;
  else if X2P2RELATION in (2 4) then X2PARPATTERN = 4 ;
  else if X2P2RELATION = -7 then X2PARPATTERN = 10 ;
  else X2PARPATTERN = 6 ;
end;
else if X2P1RELATION in (11 13 15) then do;
```



```

    if X2P2RELATION in (1 3) then X2PARPATTERN = 3 ;
    else if X2P2RELATION in (2 4) then X2PARPATTERN = 5 ;
    else if X2P2RELATION = -7 then X2PARPATTERN = 9 ;
    else X2PARPATTERN = 6 ;
end;
else if X2P1RELATION in (12 14 16) then do;
    if X2P2RELATION in (1 3) then X2PARPATTERN = 3 ;
    else if X2P2RELATION in (2 4) then X2PARPATTERN = 5 ;
    else if X2P2RELATION = -7 then X2PARPATTERN = 10 ;
    else X2PARPATTERN = 6 ;
end;
else X2PARPATTERN = -9;

```

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Two bio/adoptive parents	11,813	50.45
2	Bio/adoptive mother and non-bio/adoptive partner	2,365	10.10
3	Bio/adoptive mother and non-partner guardian	508	2.17
4	Bio/adoptive father and non-bio/adoptive partner	555	2.37
5	Bio/adoptive father and non-partner guardian	136	0.58
6	Two other guardians	382	1.63
7	Bio/adoptive mother only	3,687	15.75
8	Bio/adoptive father only	603	2.58
9	Other female guardian only	183	0.78
10	Other male guardian only	36	0.15
11	Student lives with P1/P2 less than half the time	651	2.78
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2MOMRESP

Record #1, Position: 762 - 763, Format: N2.

Variable Label: X2 Whether parent questionnaire respondent is mother

Variable Description:

- Indicates whether or not the first-followup parent questionnaire respondent is a biological, adoptive, or step mother. X2MOMRESP is derived from three composite variables (X2P1RELATION, X2P2RELATION, and X2PARRESP).

SAS Logic:

```

if X2PQSTAT in (8,9) then X2MOMRESP = -8 ;
else if X2P1RELATION in (1 3 5) and X2PARRESP = 1 then X2MOMRESP = 1 ;
else if X2P1RELATION = -9 and X2PARRESP = 1 then X2MOMRESP = -9 ;
else X2MOMRESP = 0 ;

```

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Parent respondent is not bio/adoptive/step-mother	2,190	9.35
1	Parent respondent is bio/adoptive/step-mother	6,427	27.45
-8	Unit non-response	14,794	63.18
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X2MOMREL

Record #1, Position: 764 - 765, Format: N2.

Variable Label: X2 Mother/female guardian's relationship to sample member

Variable Description:

- Indicates whether or not there is a biological, adoptive, or step mother in the sample member's household identified in the first-followup parent questionnaire. For the few cases where there are multiple moms in the household, the priority is biological over adoptive and adoptive over step. X2MOMREL is derived from two composite variables (X2P1RELATION and X2P2RELATION) which can contain imputed values; if either of these two input variables is imputed and the presence of a mother in the household could not be determined from unimputed data, then the imputation flag for X2MOMREL (X2MOMREL\_IM) is set to 2.

## SAS Logic:

```

if X2PQSTAT in (8,9) then X2MOMREL = -8;
else if X2P1RELATION = 1 then X2MOMREL = 1 ;
else if X2P2RELATION = 1 then X2MOMREL = 1 ;
else if X2P1RELATION = 3 then X2MOMREL = 2 ;
else if X2P2RELATION = 3 then X2MOMREL = 2 ;
else if X2P1RELATION = 5 then X2MOMREL = 3 ;
else if X2P2RELATION = 5 then X2MOMREL = 3 ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (-7 2 4 6 7 8 9 10 11 12 13 14 15 16) then X2MOMREL = 0;
else X2MOMREL = -9;

```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,530	6.53
1	Biological mother in household	18,355	78.39
2	Adoptive mother in household	474	2.02
3	Step-mother in household	560	2.39
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2MOMEDU

Record #1, Position: 766 - 767, Format: N2.

Variable Label: X2 Mother's/female guardian's highest level of education

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X2MOMEDU indicates the highest level of education achieved by that biological, adoptive, or step mother identified in the first-followup parent questionnaire.

X2MOMEDU is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1EDU, and X2PAR2EDU) which can contain imputed values; if any of these four input variables are imputed, then the imputation flag for X2MOMEDU (X2MOMEDU\_IM) is set to 2.

## SAS Logic:

```

if X2PQSTAT in (8,9) then X2MOMEDU = -8 ;
else if X2P1RELATION = 1 then X2MOMEDU = X2PAR1EDU ;
else if X2P2RELATION = 1 then X2MOMEDU = X2PAR2EDU ;
else if X2P1RELATION = 3 then X2MOMEDU = X2PAR1EDU ;
else if X2P2RELATION = 3 then X2MOMEDU = X2PAR2EDU ;
else if X2P1RELATION = 5 then X2MOMEDU = X2PAR1EDU ;
else if X2P2RELATION = 5 then X2MOMEDU = X2PAR2EDU ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16 -7) then X2MOMEDU = 0 ;
else if X2MOMREL = -9 then X2MOMEDU = -9;
else X2MOMEDU = -9 ;

```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,530	6.53
1	Less than high school	1,576	6.73
2	High school diploma or GED or alternative HS credential	7,160	30.58
3	Certificate/diploma from school providing occupational training	829	3.54
4	Associate's degree	3,108	13.27
5	Bachelor's degree	4,476	19.12
6	Master's degree	1,674	7.15
7	Ph.D/M.D/Law/other high lvl prof degree	566	2.42
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2MOMEMP

Record #1, Position: 768 - 769, Format: N2.

Variable Label: X2 Mother/female guardian's employment status

## Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X2MOMEMP indicates the employment status of that biological, adoptive, or step mother identified in the first-followup parent questionnaire. X2MOMEMP is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1EMP, and X2PAR2EMP) which can contain imputed values; if any of these four input variables are imputed and the mother's employment could not be determined from unimputed data, then the imputation flag for X2MOMEMP (X2MOMEMP\_IM) is set to 2.

## SAS Logic:

```
if X2PQSTAT in (8,9) then X2MOMEMP = -8 ;
else if X2P1RELATION = 1 then X2MOMEMP = X2PAR1EMP ;
else if X2P2RELATION = 1 then X2MOMEMP = X2PAR2EMP ;
else if X2P1RELATION = 3 then X2MOMEMP = X2PAR1EMP ;
else if X2P2RELATION = 3 then X2MOMEMP = X2PAR2EMP ;
else if X2P1RELATION = 5 then X2MOMEMP = X2PAR1EMP ;
else if X2P2RELATION = 5 then X2MOMEMP = X2PAR2EMP ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
    X2P2RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16 -7) then X2MOMEMP = 0 ;
else if X2MOMREL = -9 then X2MOMEMP = -9;
else X2MOMEMP = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No biological, adoptive, or step-mother in household	1,530	6.53
1	Never worked for pay	535	2.28
2	Not currently working for pay, has in the past	4,462	19.06
3	Currently working for pay PT (<35 hrs/wk)	2,881	12.30
4	Currently working for pay FT (>=35 hrs/wk)	11,511	49.16
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

## Variable Name: X2MOMOCC2

Record #1, Position: 770 - 771, Format: N2.

Variable Label: X2 Mother/female guardian's current/most recent occupation: 2-digit ONET code

## Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X2MOMOCC2 stores the 2-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step mother's current (or most recent) job identified in the first-followup parent questionnaire. Use X2MOMEMP to distinguish whether the code stored in X2MOMOCC2 refers to a current job or most recent job. X2MOMOCC2 is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1OCC2, and X2PAR2OCC2) which can contain imputed values; if any of these four input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for mother's occupation (X2MOMOCC\_IM) is set to 2. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

## SAS Logic:

```
if X2PQSTAT in (8,9) then X2MOMOCC2 = -8 ;
else if X2P1RELATION = 1 then X2MOMOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 1 then X2MOMOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION = 3 then X2MOMOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 3 then X2MOMOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION = 5 then X2MOMOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 5 then X2MOMOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
    X2P2RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16 -7) then X2MOMOCC2 = 0 ;
else if X2MOMREL = -9 then X2MOMOCC2 = -9 ;
else X2MOMOCC2 = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	1,530	6.53
11	Management Occupations	2,370	10.12
13	Business and Financial Operations Occupations	939	4.01
15	Computer and Mathematical Occupations	290	1.24
17	Architecture and Engineering Occupations	173	0.74

19	Life, Physical, and Social Science Occupations	185	0.79
21	Community and Social Services Occupations	503	2.15
23	Legal Occupations	180	0.77
25	Education, Training, and Library Occupations	1,950	8.33
27	Arts, Design, Entertainment, Sports, and Media Occupations	327	1.40
29	Healthcare Practitioners and Technical Occupations	1,781	7.61
31	Healthcare Support Occupations	866	3.70
33	Protective Service Occupations	200	0.85
35	Food Preparation and Serving Related Occupations	816	3.48
37	Building and Grounds Cleaning and Maintenance Occupations	655	2.80
39	Personal Care and Service Occupations	840	3.59
41	Sales and Related Occupations	1,370	5.85
43	Office and Administrative Support Occupations	2,980	12.73
45	Farming, Fishing, and Forestry Occupations	142	0.61
47	Construction and Extraction Occupations	303	1.29
49	Installation, Maintenance, and Repair Occupations	263	1.12
51	Production Occupations	1,149	4.91
53	Transportation and Material Moving Occupations	534	2.28
55	Military Specific Occupations	38	0.16
-7	Item legitimate skip/NA	535	2.28
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2MOMOCC6

Record #1, Position: 772 - 777, Format: N6.

Variable Label: X2 Mother/female guardian's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X2MOMOCC6 stores the 6-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step mother's current (or most recent) job identified in the first-followup parent questionnaire. Use X2MOMEMP to distinguish whether the code stored in X2MOMOCC6 refers to a current job or most recent job. X2MOMOCC6 is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1OCC6, and X2PAR2OCC6), all of which can contain imputed values; if any of these input variables are imputed and the mother's occupation could not be determined from unimputed data, then the imputation flag for Mother's occupation (X2MOMOCC\_IM) is set to 2. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2MOMOCC6 = '-8' ;
else if X2P1RELATION = 1 then X2MOMOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 1 then X2MOMOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION = 3 then X2MOMOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 3 then X2MOMOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION = 5 then X2MOMOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 5 then X2MOMOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16 -7) then X2MOMOCC6 = '0' ;
else if X2MOMREL = -9 then X2MOMOCC6 = '-9' ;
else X2MOMOCC6 = '-9' ;
```

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2MOMRACE

Record #1, Position: 778 - 779, Format: N2.

Variable Label: X2 Mother's race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step mother living in their household, X2MOMRACE characterizes the race/ethnicity of that biological, adoptive, or step mother identified in the first-followup parent questionnaire. X2MOMRACE is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1RACE, and X2PAR2RACE).

SAS Logic:

```
if X2PQSTAT in (8,9) then X2MOMRACE = -8 ;
else if X2P1RELATION = 1 then X2MOMRACE = X2PAR1RACE ;
else if X2P2RELATION = 1 then X2MOMRACE = X2PAR2RACE ;
else if X2P1RELATION = 3 then X2MOMRACE = X2PAR1RACE ;
else if X2P2RELATION = 3 then X2MOMRACE = X2PAR2RACE ;
else if X2P1RELATION = 5 then X2MOMRACE = X2PAR1RACE ;
else if X2P2RELATION = 5 then X2MOMRACE = X2PAR2RACE ;
else if X2P1RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16) and
    X2P2RELATION in (2 4 6 7 8 9 10 11 12 13 14 15 16 -7) then X2MOMRACE = 0 ;
else if X2MOMREL = -9 then X2MOMRACE = -9 ;
else X2MOMRACE = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-mother in household	665	2.84
2	Asian, non-Hispanic	639	2.73
3	Black/African-American, non-Hispanic	810	3.46
4	Hispanic, no race specified	177	0.76
5	Hispanic, race specified	892	3.81
6	More than one race, non-Hispanic	233	1.00
8	White, non-Hispanic	4,744	20.26
9	Other, non-Hispanic	90	0.38
-8	Unit non-response	14,794	63.18
-9	Missing	371	1.58
TOTALS		23,415	100.00

Variable Name: X2DADRESP

Record #1, Position: 780 - 781, Format: N2.

Variable Label: X2 Whether parent questionnaire respondent is father

Variable Description:

- Indicates whether or not the parent questionnaire respondent is a biological, adoptive, or step father identified in the first-followup parent questionnaire. X2DADRESP is derived from three composite variables (X2P1RELATION, X2P2RELATION, and X2PARRESP).

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADRESP = -8 ;
else if X2P1RELATION in (2 4 6) and X2PARRESP = 1 then X2DADRESP = 1 ;
else if X2P1RELATION = -9 and X2PARRESP = 1 then X2DADRESP = -9 ;
else X2DADRESP = 0 ;
```

Code	Value Label	Frequency	Percentage
0	Parent respondent is not bio/adoptive/step-father	6,745	28.81
1	Parent respondent is bio/adoptive/step-father	1,872	7.99
-8	Unit non-response	14,794	63.18
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: X2DADREL

Record #1, Position: 782 - 783, Format: N2.

Variable Label: X2 Father/male guardian's relationship to sample member

Variable Description:

- Indicates whether or not there is a biological, adoptive, or step father in the sample member's household identified in the first-followup parent questionnaire. For the few cases where there are multiple dads in the household, the priority is biological over adoptive and adoptive over step. X2DADREL is derived from two composite variables (X2P1RELATION and X2P2RELATION) which can contain imputed values; if either of these two input variables is imputed and the presence of a father in the household could not be determined from unimputed data, then the imputation flag for X2DADREL (X2DADREL\_IM) is set to 2.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADREL = -8 ;
else if X2P1RELATION = 2 then X2DADREL = 1 ;
else if X2P2RELATION = 2 then X2DADREL = 1 ;
else if X2P1RELATION = 4 then X2DADREL = 2 ;
else if X2P2RELATION = 4 then X2DADREL = 2 ;
else if X2P1RELATION = 6 then X2DADREL = 3 ;
else if X2P2RELATION = 6 then X2DADREL = 3 ;
else if X2P1RELATION in (1 3 5 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (1 3 5 7 8 9 10 11 12 13 14 15 16 -7) then X2DADREL = 0;
else X2DADREL = -9;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	5,193	22.18
1	Biological father in household	13,079	55.86
2	Adoptive father in household	495	2.11
3	Step-father in household	2,152	9.19
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2DADEDU

Record #1, Position: 784 - 785, Format: N2.

Variable Label: X2 Father's/male guardian's highest level of education

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X2DADEDU indicates the highest level of education achieved by that biological, adoptive, or step father identified in the first follow-up parent questionnaire.

X2DADEDU is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1EDU, and X2PAR2EDU) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for X2DADEDU (X2DADEDU\_IM) is set to 2.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADEDU = -8 ;
else if X2P1RELATION = 2 then X2DADEDU = X2PAR1EDU ;
else if X2P2RELATION = 2 then X2DADEDU = X2PAR2EDU ;
else if X2P1RELATION = 4 then X2DADEDU = X2PAR1EDU ;
else if X2P2RELATION = 4 then X2DADEDU = X2PAR2EDU ;
else if X2P1RELATION = 6 then X2DADEDU = X2PAR1EDU ;
else if X2P2RELATION = 6 then X2DADEDU = X2PAR2EDU ;
else if X2P1RELATION in ( 1 3 5 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (-7 1 3 5 7 8 9 10 11 12 13 14 15 16) then X2DADEDU = 0 ;
else if X2DADREL = -9 then X2DADEDU = -9;
else X2DADEDU = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	5,193	22.18
1	Less than high school	1,461	6.24
2	High school diploma or GED or alternative HS credential	6,151	26.27
3	Certificate/diploma from school providing occupational training	557	2.38
4	Associate's degree	1,941	8.29
5	Bachelor's degree	3,333	14.23
6	Master's degree	1,411	6.03
7	Ph.D/M.D/Law/other high lvl prof degree	872	3.72
-8	Unit non-response	2,496	10.66

TOTALS		23,415	100.00
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Variable Name: X2DADEMP

Record #1, Position: 786 - 787, Format: N2.

Variable Label: X2 Father/male guardian's employment status

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X2DADEMP indicates the employment status of that biological, adoptive, or step father identified in the first-followup parent questionnaire. X2DADEMP is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1EMP, and X2PAR2EMP) which contain imputed values; if any of these four input variables are imputed and the father's employment could not be determined from unimputed data, then the imputation flag for X2DADEMP (X2DADEMP\_IM) is set to 2.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADEMP = -8 ;
else if X2P1RELATION = 2 then X2DADEMP = X2PAR1EMP ;
else if X2P2RELATION = 2 then X2DADEMP = X2PAR2EMP ;
else if X2P1RELATION = 4 then X2DADEMP = X2PAR1EMP ;
else if X2P2RELATION = 4 then X2DADEMP = X2PAR2EMP ;
else if X2P1RELATION = 6 then X2DADEMP = X2PAR1EMP ;
else if X2P2RELATION = 6 then X2DADEMP = X2PAR2EMP ;
else if X2P1RELATION in (1 3 5 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (1 3 5 7 8 9 10 11 12 13 14 15 16 -7) then X2DADEMP = 0 ;
else if X2DADREL = -9 then X2DADEMP = -9;
else X2DADEMP = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	5,193	22.18
1	Never worked for pay	181	0.77
2	Not currently working for pay, has in the past	2,110	9.01
3	Currently working for pay PT (<35 hrs/wk)	807	3.45
4	Currently working for pay FT (>=35 hrs/wk)	12,628	53.93
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2DADOCC2

Record #1, Position: 788 - 789, Format: N2.

Variable Label: X2 Father/male guardian's current/most recent occupation: 2-digit ONET code

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X2DADOCC2 stores the 2-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step father's current (or most recent) job identified in the first-followup parent questionnaire. Use X2DADEMP to distinguish whether the code stored in X2DADOCC2 refers to a current job or most recent job. X2DADOCC2 is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1OCC2, and X2PAR2OCC2) which contain imputed values; if any of these four input variables are imputed, then the imputation flag for father's occupation (X2DADOCC\_IM) is set to 2. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADOCC2 = -8 ;
else if X2P1RELATION = 2 then X2DADOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 2 then X2DADOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION = 4 then X2DADOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 4 then X2DADOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION = 6 then X2DADOCC2 = X2PAR1OCC2 ;
else if X2P2RELATION = 6 then X2DADOCC2 = X2PAR2OCC2 ;
else if X2P1RELATION in ( 1 3 5 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (-7 1 3 5 7 8 9 10 11 12 13 14 15 16) then X2DADOCC2 = 0 ;
else if X2DADREL = -9 then X2DADOCC2 = -9 ;
else X2DADOCC2 = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	5,193	22.18

11	Management Occupations	2,884	12.32
13	Business and Financial Operations Occupations	664	2.84
15	Computer and Mathematical Occupations	470	2.01
17	Architecture and Engineering Occupations	632	2.70
19	Life, Physical, and Social Science Occupations	231	0.99
21	Community and Social Services Occupations	222	0.95
23	Legal Occupations	190	0.81
25	Education, Training, and Library Occupations	641	2.74
27	Arts, Design, Entertainment, Sports, and Media Occupations	219	0.94
29	Healthcare Practitioners and Technical Occupations	708	3.02
31	Healthcare Support Occupations	186	0.79
33	Protective Service Occupations	468	2.00
35	Food Preparation and Serving Related Occupations	333	1.42
37	Building and Grounds Cleaning and Maintenance Occupations	404	1.73
39	Personal Care and Service Occupations	215	0.92
41	Sales and Related Occupations	957	4.09
43	Office and Administrative Support Occupations	838	3.58
45	Farming, Fishing, and Forestry Occupations	227	0.97
47	Construction and Extraction Occupations	1,256	5.36
49	Installation, Maintenance, and Repair Occupations	1,100	4.70
51	Production Occupations	1,470	6.28
53	Transportation and Material Moving Occupations	1,085	4.63
55	Military Specific Occupations	145	0.62
-7	Item legitimate skip/NA	181	0.77
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2DADOCC6

Record #1, Position: 790 - 795, Format: N6.

Variable Label: X2 Father/male guardian's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X2DADOCC6 stores the 6-digit Occupational Information Network (O\*NET) code for that biological, adoptive, or step father's current (or most recent) job identified in the first-followup parent questionnaire. Use X2DADEMP to distinguish whether the code stored in X2DADOCC6 refers to a current job or most recent job. X2DADOCC6 is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1OCC6, and X2PAR2OCC6), all of which contain imputed values; if any of these input variables are imputed, then the imputation flag for father's occupation (X2DADOCC6\_IM) is set to 2. See also <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

SAS Logic:

```

if X2PQSTAT in (8,9) then X2DADOCC6 = '-8' ;
else if X2P1RELATION = 2 then X2DADOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 2 then X2DADOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION = 4 then X2DADOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 4 then X2DADOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION = 6 then X2DADOCC6 = X2PAR1OCC6 ;
else if X2P2RELATION = 6 then X2DADOCC6 = X2PAR2OCC6 ;
else if X2P1RELATION in ( 1 3 5 7 8 9 10 11 12 13 14 15 16) and
      X2P2RELATION in (-7 1 3 5 7 8 9 10 11 12 13 14 15 16) then X2DADOCC6 = '0' ;
else if X2DADREL = -9 then X2DADOCC6 = '-9' ;
else X2DADOCC6 = '-9' ;

```

Code	Value Label	Frequency	Percentage
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2DADRACE

Record #1, Position: 796 - 797, Format: N2.

Variable Label: X2 Father's race/ethnicity

Comment: "Amer. Indian/Alaska Native, non-Hispanic" and "Native Hawaiian/Pacific Islander, non-Hispanic" recoded as "Other, non-Hispanic" on the public use file.

Variable Description:

- For sample members who have a biological, adoptive, or step father living in their household, X2DADRACE characterizes the race/ethnicity of that biological, adoptive, or step father identified in the first-followup parent questionnaire. X2DADRACE is derived from four composite variables (X2P1RELATION, X2P2RELATION, X2PAR1RACE, and X2PAR2RACE).

SAS Logic:

```
if X2PQSTAT in (8,9) then X2DADRACE = -8 ;
else if X2P1RELATION = 2 then X2DADRACE = X2PAR1RACE ;
else if X2P2RELATION = 2 then X2DADRACE = X2PAR2RACE ;
else if X2P1RELATION = 4 then X2DADRACE = X2PAR1RACE ;
else if X2P2RELATION = 4 then X2DADRACE = X2PAR2RACE ;
else if X2P1RELATION = 6 then X2DADRACE = X2PAR1RACE ;
else if X2P2RELATION = 6 then X2DADRACE = X2PAR2RACE ;
else if X2P1RELATION in ( 1 3 5 7 8 9 10 11 12 13 14 15 16) and
    X2P2RELATION in (-7 1 3 5 7 8 9 10 11 12 13 14 15 16) then X2DADRACE = 0 ;
else if X2DADREL = -9 then X2DADRACE = -9;
else X2DADRACE = -9 ;
```

Code	Value Label	Frequency	Percentage
0	No bio/adoptive/step-father in household	2,211	9.44
2	Asian, non-Hispanic	531	2.27
3	Black/African-American, non-Hispanic	500	2.14
4	Hispanic, no race specified	140	0.60
5	Hispanic, race specified	677	2.89
6	More than one race, non-Hispanic	133	0.57
8	White, non-Hispanic	4,069	17.38
9	Other, non-Hispanic	58	0.25
-8	Unit non-response	14,794	63.18
-9	Missing	302	1.29
TOTALS		23,415	100.00

Variable Name: X2HHNUMBER

Record #1, Position: 798 - 799, Format: N2.

Variable Label: X2 Number of 2012 household members

Comment: Households with more than 11 members recoded as "11+ Household members" and 1 member as "2 or less" on the public use file.

Variable Description:

- Indicates the total number of people living in the sample member's household, as reported by the parent questionnaire respondent. X2HHNUMBER is the sum of P2HHLT18 (number of household members less than 18 years of age) and P2HHGE18 (number of household members 18 years or older), both of which are based on questions from the base year parent questionnaire which accepted only single-digit responses (i.e. the two input variables for this composite are essentially top-coded at 9). If either of these two input variables stores a value of 9, X2HHNUMBER will store a value (98 or 99) indicating that one or both of the input variables was top-coded; X2HHNUMBER values of 98 and 99 therefore refer to households where the exact number of household members can not be determined, but can be safely assumed to be 9 or greater. The two input variables for this composite were imputed for the purposes of constructing X2HHNUMBER (though the imputed values of P2HHLT18 and P2HHGE18 are not delivered). If either of these two inputs is imputed, then the imputation flag for X2HHNUMBER (X2HHNUMB\_IM) is set to 2.

SAS Logic:

```
if X2PQSTAT in (8,9) then X2HHNUMBER = -8 ;
else if P2HHLT18 = 9 and P2HHGE18 = 9 then X2HHNUMBER = 99 ;
else if P2HHLT18 = 9 or P2HHGE18 = 9 then X2HHNUMBER = 98 ;
else if P2HHLT18 = -9 or P2HHGE18 = -9 then X2HHNUMBER = -9 ;
else if P2HHLT18 ne -9 and P2HHGE18 ne -9 then X2HHNUMBER = P2HHLT18 + P2HHGE18;
```

else X2HHNUMBER = -9 ;

Code	Value Label	Frequency	Percentage
2	2 or less Household members	1,597	6.82
3	3 Household members	5,326	22.75
4	4 Household members	6,416	27.40
5	5 Household members	4,120	17.60
6	6 Household members	2,009	8.58
7	7 Household members	844	3.60
8	8 Household members	337	1.44
9	9 Household members	152	0.65
10	10 Household members	63	0.27
11	11+ Household members	55	0.23
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2FAMINCOME

Record #1, Position: 800 - 801, Format: N2.

Variable Label: X2 Total family income from all sources 2011

Variable Description:

- X2FAMINCOME is a categorical variable which indicates the sample member's family income from all sources in 2011, as reported by the parent questionnaire respondent. If missing from the parent questionnaire, X2FAMINCOME is statistically imputed (imputed values in X2FAMINCOME can be identified by using X2FAMINC\_IM=2).

SAS Logic:

```

if X2PQSTAT in (8,9) then X2FAMINCOME = -8 ;
else if P2INCOME > 0 then X2FAMINCOME = P2INCOME;
else if P2INCOME >= 0 then do;
  if P2INCOME <= 15000 then X2FAMINCOME = 1;
  else if 15000 < P2INCOME <= 35000 then X2FAMINCOME = 2;
  else if 35000 < P2INCOME <= 55000 then X2FAMINCOME = 3;
  else if 55000 < P2INCOME <= 75000 then X2FAMINCOME = 4;
  else if 75000 < P2INCOME <= 95000 then X2FAMINCOME = 5;
  else if 95000 < P2INCOME <= 115000 then X2FAMINCOME = 6;
  else if 115000 < P2INCOME <= 135000 then X2FAMINCOME = 7;
  else if 135000 < P2INCOME <= 155000 then X2FAMINCOME = 8;
  else if 155000 < P2INCOME <= 175000 then X2FAMINCOME = 9;
  else if 175000 < P2INCOME <= 195000 then X2FAMINCOME = 10;
  else if 195000 < P2INCOME <= 215000 then X2FAMINCOME = 11;
  else if 215000 < P2INCOME <= 235000 then X2FAMINCOME = 12;
  else if P2INCOME > 235000 then X2FAMINCOME = 13;
  else X2FAMINCOME = -9 ;
end;
/*[else if P2INCOME=-9 and P2INCOME=-9 then impute];*/
else X2FAMINCOME = -9 ;

```

Code	Value Label	Frequency	Percentage
1	Family income less than or equal to \$15,000	2,097	8.96
2	Family income > \$15,000 and <= \$35,000	3,638	15.54
3	Family income > \$35,000 and <= \$55,000	3,588	15.32
4	Family income > \$55,000 and <= \$75,000	2,973	12.70
5	Family income > \$75,000 and <= \$95,000	2,319	9.90
6	Family income > \$95,000 and <= \$115,000	1,794	7.66
7	Family income > \$115,000 and <= \$135,000	1,297	5.54
8	Family income > \$135,000 and <= \$155,000	884	3.78
9	Family income > \$155,000 and <= \$175,000	466	1.99

10	Family income > \$175,000 and <= \$195,000	331	1.41
11	Family income > \$195,000 and <= \$215,000	438	1.87
12	Family income > \$215,000 and <= \$235,000	171	0.73
13	Family income > \$235,000	923	3.94
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2POVERTY

Record #1, Position: 802 - 803, Format: N2.

Variable Label: X2 Poverty indicator (relative to 100% of Census poverty threshold)

Variable Description:

- X2POVERTY indicates whether the sample member's family was at/above or below the 2011 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below the poverty threshold. If X2FAMINCOME or X2HHNUMBER are imputed, then the imputation flag for the poverty variables (X2POVERTY\_IM) is set to 2. Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. See <http://www.census.gov/hhes/www/poverty/data/threshld/> for further detail on 2011 poverty thresholds.

SAS Logic:

```
%macro poverty (hhsz, exinc, inccat, thresh1, thresh2, thresh3, thresh4, thresh5, thresh6, thresh7,
thresh8, thresh9, inccat1, inccat2, inccat3, inccat4, inccat5, inccat6, inccat7, inccat8, inccat9,
newpov, round, povlev, estimate);
```

```
/*Missing on exact and categorical income*/
```

```
  If (&exinc lt 0 and &inccat lt 0) or &hhsz lt 0 then &newpov = .;
```

```
/*HH size <= 1*/
```

```
  Else if &hhsz le 1 then do;
```

```
    If &exinc ge 0 then do;
```

```
      If &exinc lt &thresh1 then &newpov = 1;
```

```
      Else if &exinc ge &thresh1 then &newpov = 0;
```

```
    End;
```

```
    Else if &inccat le &inccat1 then &newpov = 1;
```

```
    Else if &inccat gt &inccat1 then &newpov = 0;
```

```
  End;
```

```
/*HH size = 2*/
```

```
  Else if &hhsz = 2 then do;
```

```
    If &exinc ge 0 then do;
```

```
      If &exinc lt &thresh2 then &newpov = 1;
```

```
      Else if &exinc ge &thresh2 then &newpov = 0;
```

```
    End;
```

```
    Else if &inccat le &inccat2 then &newpov = 1;
```

```
    Else if &inccat gt &inccat2 then &newpov = 0;
```

```
  End;
```

```
/*HH size = 3*/
```

```
  Else if &hhsz = 3 then do;
```

```
    If &exinc ge 0 then do;
```

```
      If &exinc lt &thresh3 then &newpov = 1;
```

```
      Else if &exinc ge &thresh3 then &newpov = 0;
```

```
    End;
```

```
    Else if &inccat le &inccat3 then &newpov = 1;
```

```
    Else if &inccat gt &inccat3 then &newpov = 0;
```

```
  End;
```

```
/*HH size = 4*/
```

```
  Else if &hhsz = 4 then do;
```

```
    If &exinc ge 0 then do;
```

```
      If &exinc lt &thresh4 then &newpov = 1;
```

```
      Else if &exinc ge &thresh4 then &newpov = 0;
```

```
    End;
```

```
    Else if &inccat le &inccat4 then &newpov = 1;
```

```
    Else if &inccat gt &inccat4 then &newpov = 0;
```

```
  End;
```

```
/*HH size = 5*/
```

```

Else if &hhsiz = 5 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh5 then &newpov = 1;
    Else if &exinc ge &thresh5 then &newpov = 0;
  End;
  Else if &inccat le &inccat5 then &newpov = 1;
  Else if &inccat gt &inccat5 then &newpov = 0;
End;
/*HH size = 6*/
Else if &hhsiz = 6 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh6 then &newpov = 1;
    Else if &exinc ge &thresh6 then &newpov = 0;
  End;
  Else if &inccat le &inccat6 then &newpov = 1;
  Else if &inccat gt &inccat6 then &newpov = 0;
End;
/*HH size = 7*/
Else if &hhsiz = 7 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh7 then &newpov = 1;
    Else if &exinc ge &thresh7 then &newpov = 0;
  End;
  Else if &inccat le &inccat7 then &newpov = 1;
  Else if &inccat gt &inccat7 then &newpov = 0;
End;
/*HH size = 8*/
Else if &hhsiz = 8 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh8 then &newpov = 1;
    Else if &exinc ge &thresh8 then &newpov = 0;
  End;
  Else if &inccat le &inccat8 then &newpov = 1;
  Else if &inccat gt &inccat8 then &newpov = 0;
End;
/*HH size >= 9*/
Else if &hhsiz ge 9 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh9 then &newpov = 1;
    Else if &exinc ge &thresh9 then &newpov = 0;
  End;
  Else if &inccat le &inccat9 then &newpov = 1;
  Else if &inccat gt &inccat9 then &newpov = 0;
End;
Label &newpov = "R. HH income is below &povlev % of pov. Threshold, Round &round (estimate=&estimate)";
**Format &newpov yes01no.;
%mend;
/*100% Poverty*/
/*Midpint-based estimate*/
%poverty (X2hnumber, P2income, X2famincome, 11702, 15139, 17916, 23021, 27251, 30847, 35085, 39064, 46572,
1, 1, 1, 1, 2, 2, 2, 2, 3, X2POVERTY, X2, 100, ESTIMATE= );

```

Code	Value Label	Frequency	Percentage
0	At or above poverty threshold	17,464	74.58
1	Below poverty threshold	3,455	14.76
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2POVERTY130

Record #1, Position: 804 - 805, Format: N2.

Variable Label: X2 Poverty indicator (relative to 130% of Census poverty threshold)

## Variable Description:

- X2POVERTY130 indicates whether the sample member's family was at/above or below 130% of the 2011 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 130% of the poverty threshold. If X2FAMINCOME or X2HHNUMBER are imputed, then the imputation flag for the poverty variables (X2POVERTY\_IM) is set to 2. Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. See <http://www.census.gov/hhes/www/poverty/data/threshld/> for further detail on 2011 poverty thresholds.

## SAS Logic:

## SAS Logic:

```
%macro poverty (hhsz, exinc, inccat, thresh1, thresh2, thresh3, thresh4, thresh5, thresh6, thresh7,
thresh8, thresh9, inccat1, inccat2, inccat3, inccat4, inccat5, inccat6, inccat7, inccat8, inccat9,
newpov, round, povlev, estimate);
```

```
/*Missing on exact and categorical income*/
```

```
    If (&exinc lt 0 and &inccat lt 0) or &hhsz lt 0 then &newpov = .;
```

```
/*HH size <= 1*/
```

```
    Else if &hhsz le 1 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh1 then &newpov = 1;
```

```
            Else if &exinc ge &thresh1 then &newpov = 0;
```

```
        End;
```

```
        Else if &inccat le &inccat1 then &newpov = 1;
```

```
        Else if &inccat gt &inccat1 then &newpov = 0;
```

```
    End;
```

```
/*HH size = 2*/
```

```
    Else if &hhsz = 2 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh2 then &newpov = 1;
```

```
            Else if &exinc ge &thresh2 then &newpov = 0;
```

```
        End;
```

```
        Else if &inccat le &inccat2 then &newpov = 1;
```

```
        Else if &inccat gt &inccat2 then &newpov = 0;
```

```
    End;
```

```
/*HH size = 3*/
```

```
    Else if &hhsz = 3 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh3 then &newpov = 1;
```

```
            Else if &exinc ge &thresh3 then &newpov = 0;
```

```
        End;
```

```
        Else if &inccat le &inccat3 then &newpov = 1;
```

```
        Else if &inccat gt &inccat3 then &newpov = 0;
```

```
    End;
```

```
/*HH size = 4*/
```

```
    Else if &hhsz = 4 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh4 then &newpov = 1;
```

```
            Else if &exinc ge &thresh4 then &newpov = 0;
```

```
        End;
```

```
        Else if &inccat le &inccat4 then &newpov = 1;
```

```
        Else if &inccat gt &inccat4 then &newpov = 0;
```

```
    End;
```

```
/*HH size = 5*/
```

```
    Else if &hhsz = 5 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh5 then &newpov = 1;
```

```
            Else if &exinc ge &thresh5 then &newpov = 0;
```

```
        End;
```

```
        Else if &inccat le &inccat5 then &newpov = 1;
```

```
        Else if &inccat gt &inccat5 then &newpov = 0;
```

```
    End;
```

```
/*HH size = 6*/
```

```
    Else if &hhsz = 6 then do;
```

```
        If &exinc ge 0 then do;
```

```
            If &exinc lt &thresh6 then &newpov = 1;
```

```

        Else if &exinc ge &thresh6 then &newpov = 0;
      End;
      Else if &inccat le &inccat6 then &newpov = 1;
      Else if &inccat gt &inccat6 then &newpov = 0;
    End;
/*HH size = 7*/
    Else if &hhsz = 7 then do;
      If &exinc ge 0 then do;
        If &exinc lt &thresh7 then &newpov = 1;
        Else if &exinc ge &thresh7 then &newpov = 0;
      End;
      Else if &inccat le &inccat7 then &newpov = 1;
      Else if &inccat gt &inccat7 then &newpov = 0;
    End;
/*HH size = 8*/
    Else if &hhsz = 8 then do;
      If &exinc ge 0 then do;
        If &exinc lt &thresh8 then &newpov = 1;
        Else if &exinc ge &thresh8 then &newpov = 0;
      End;
      Else if &inccat le &inccat8 then &newpov = 1;
      Else if &inccat gt &inccat8 then &newpov = 0;
    End;
/*HH size >= 9*/
    Else if &hhsz ge 9 then do;
      If &exinc ge 0 then do;
        If &exinc lt &thresh9 then &newpov = 1;
        Else if &exinc ge &thresh9 then &newpov = 0;
      End;
      Else if &inccat le &inccat9 then &newpov = 1;
      Else if &inccat gt &inccat9 then &newpov = 0;
    End;
    Label &newpov = "R. HH income is below &povlev % of pov. Threshold, Round &round (estimate=&estimate)";
    **Format &newpov yes01no.;
%mend;
/*130% Poverty*/
/*Midpint-based estimate*/
%poverty (X2hhnumber, P2income, X2famincome, 15231, 19681, 23291, 29927, 35426, 40101, 45611, 50783, 60544,
1, 1, 1, 2, 2, 2, 3, 3, 3, X2POVERTY130, X2, 130, ESTIMATE = );

```

Code	Value Label	Frequency	Percentage
0	At or above 130% poverty threshold	16,229	69.31
1	Below 130% poverty threshold	4,690	20.03
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2POVERTY185

Record #1, Position: 806 - 807, Format: N2.

Variable Label: X2 Poverty indicator (relative to 185% of Census poverty threshold)

Variable Description:

- X2POVERTY185 indicates whether the sample member's family was at/above or below 185% of the 2011 poverty threshold, as set forth by the U.S. Census Bureau. Both family income and household size are considered when calculating whether a family is at/above or below 185% of the poverty threshold. If X2FAMINCOME or X2HHNUMBER are imputed, then the imputation flag for the poverty variables (X2POVERTY\_IM) is set to 1. Unit nonresponse for this composite is less than the set of F1 student nonrespondents (X2SQSTAT>7) due to inclusion of parent data for student nonrespondents and questionnaire incapables. The additional parent data are available for use with the W2PARENT weight. See <http://www.census.gov/hhes/www/poverty/data/threshld/> for further detail on 2011 poverty thresholds.

SAS Logic:

```

%macro poverty (hhsz, exinc, inccat, thresh1, thresh2, thresh3, thresh4, thresh5, thresh6, thresh7,
thresh8, thresh9, inccat1, inccat2, inccat3, inccat4, inccat5, inccat6, inccat7, inccat8, inccat9,
newpov, round, povlev, estimate);

```

```

/*Missing on exact and categorical income*/

```

```

      If (&exinc lt 0 and &inccat lt 0) or &hhsz le 0 then &newpov = .;
/*HH size <= 1*/
      Else if &hhsz le 1 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh1 then &newpov = 1;
          Else if &exinc ge &thresh1 then &newpov = 0;
        End;
        Else if &inccat le &inccat1 then &newpov = 1;
        Else if &inccat gt &inccat1 then &newpov = 0;
      End;
/*HH size = 2*/
      Else if &hhsz = 2 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh2 then &newpov = 1;
          Else if &exinc ge &thresh2 then &newpov = 0;
        End;
        Else if &inccat le &inccat2 then &newpov = 1;
        Else if &inccat gt &inccat2 then &newpov = 0;
      End;
/*HH size = 3*/
      Else if &hhsz = 3 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh3 then &newpov = 1;
          Else if &exinc ge &thresh3 then &newpov = 0;
        End;
        Else if &inccat le &inccat3 then &newpov = 1;
        Else if &inccat gt &inccat3 then &newpov = 0;
      End;
/*HH size = 4*/
      Else if &hhsz = 4 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh4 then &newpov = 1;
          Else if &exinc ge &thresh4 then &newpov = 0;
        End;
        Else if &inccat le &inccat4 then &newpov = 1;
        Else if &inccat gt &inccat4 then &newpov = 0;
      End;
/*HH size = 5*/
      Else if &hhsz = 5 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh5 then &newpov = 1;
          Else if &exinc ge &thresh5 then &newpov = 0;
        End;
        Else if &inccat le &inccat5 then &newpov = 1;
        Else if &inccat gt &inccat5 then &newpov = 0;
      End;
/*HH size = 6*/
      Else if &hhsz = 6 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh6 then &newpov = 1;
          Else if &exinc ge &thresh6 then &newpov = 0;
        End;
        Else if &inccat le &inccat6 then &newpov = 1;
        Else if &inccat gt &inccat6 then &newpov = 0;
      End;
/*HH size = 7*/
      Else if &hhsz = 7 then do;
        If &exinc ge 0 then do;
          If &exinc lt &thresh7 then &newpov = 1;
          Else if &exinc ge &thresh7 then &newpov = 0;
        End;
        Else if &inccat le &inccat7 then &newpov = 1;
        Else if &inccat gt &inccat7 then &newpov = 0;
      End;

```

```

End;
/*HH size = 8*/
Else if &hhsz = 8 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh8 then &newpov = 1;
    Else if &exinc ge &thresh8 then &newpov = 0;
  End;
  Else if &inccat le &inccat8 then &newpov = 1;
  Else if &inccat gt &inccat8 then &newpov = 0;
End;
/*HH size >= 9*/
Else if &hhsz ge 9 then do;
  If &exinc ge 0 then do;
    If &exinc lt &thresh9 then &newpov = 1;
    Else if &exinc ge &thresh9 then &newpov = 0;
  End;
  Else if &inccat le &inccat9 then &newpov = 1;
  Else if &inccat gt &inccat9 then &newpov = 0;
End;
Label &newpov = "R. HH income is below &povlev % of pov. Threshold, Round &round (estimate=&estimate)";
**Format &newpov yes01no.;

%mend;
/*185% Poverty*/
/*Midpoint-based estimate*/
%poverty (X2hhnumber, P2income, X2famincome, 21649, 28007, 33145, 42589, 50414, 57067, 64907, 72268, 86158,
1, 2, 2, 2, 3, 3, 3, 4, 5, X2POVERTY185, X2, 185, ESTIMATE= );

```

Code	Value Label	Frequency	Percentage
0	At or above 185% poverty threshold	13,753	58.74
1	Below 185% poverty threshold	7,166	30.60
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES

Record #1, Position: 808 - 814, Format: N7.4

Variable Label: X2 Socio-economic status composite

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X2SES is calculated using parent/guardians' education (X2PAR1EDU and X2PAR2EDU), occupation (X2PAR1OCC2 and X2PAR2OCC2), and family income (X2FAMINCOME). For cases with nonresponding parent/guardians, 5 imputed values are generated (X2SES1-X2SES5), X2SES is computed as the average of the 5 imputed values, and the imputation flag is set as X2SES\_IM=3 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X2SES is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X2SES1-X2SES5 are equivalent to X2SES and X2SES\_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X2SES1-X2SES5 are again equivalent to X2SES and X2SES\_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLS:09 F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-1.7501 - 2.2824	20,919	89.34
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SESQ5

Record #1, Position: 815 - 816, Format: N2.

Variable Label: X2 Quintile coding of X2SES composite

Variable Description:

- This variable is the quintile of X2SES, weighted using the student weight (W2STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361).



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	First quintile (lowest)	3,262	13.93
2	Second quintile	3,715	15.87
3	Third quintile	3,953	16.88
4	Fourth quintile	4,563	19.49
5	Fifth quintile (highest)	5,426	23.17
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES\_U

Record #1, Position: 817 - 823, Format: N7.4

Variable Label: X2 Socio-economic status composite derived with locale (urbanicity)

Variable Description:

- This composite variable is used to measure a construct for socioeconomic status. X2SES\_U is calculated using parent/guardians' education (X2PAR1EDU and X2PAR2EDU), occupation (X2PAR1OCC2 and X2PAR2OCC2), family income (X2FAMINCOME), as well as school urbanicity (X2LOCALE). For cases with nonresponding parent/guardians, 5 imputed values of are generated (X2SES1\_U-X2SES5\_U), X2SES\_U is computed as the average of the 5 imputed values, and the imputation flag is set as X2SES\_IM=1 (values for parent/guardian education, occupation, and income are set to -8). When education, occupation, or family income are imputed using other information provided by the responding parent/guardian, X2SES\_U is constructed from the combination of actual and imputed parent/guardian values. For these cases, the values of X2SES1\_U-X2SES5\_U are equivalent to X2SES\_U and X2SES\_IM=2. Otherwise, the responding parent/guardian provided responses for all input variables so that the values of X2SES1\_U-X2SES5\_U are again equivalent to X2SES\_U and X2SES\_IM=0. For more information on this variable, please refer to section 7.3.2.2 and appendix k of the HSLs:09 F1 Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-1.8924 - 2.6617	20,919	89.34
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SESQ5\_U

Record #1, Position: 824 - 825, Format: N2.

Variable Label: X2 Quintile coding of X2SES\_U composite derived with locale (urbanicity)

Variable Description:

- This variable is the quintile of X2SES\_U, weighted using the student weight (W2STUDENT). For more information on this variable, please refer to section 7.3.2.2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	First quintile (lowest)	3,399	14.52
2	Second quintile	3,687	15.75
3	Third quintile	3,871	16.53
4	Fourth quintile	4,541	19.39
5	Fifth quintile (highest)	5,421	23.15
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2REPEATG11

Record #1, Position: 826 - 827, Format: N2.

Variable Label: X2 Percent of 11th graders repeating 11th grade-categorical

Variable Description:

- Categorized version of the continuous administrator variable A2REPEAT11. This variable indicates the percentage of the 2010-2011 11th grade class that did not accumulate enough credits to be promoted to 12th grade for the 2011-2012 school year.

SAS Logic:

```
if A2REPEATG11<0 then X2REPEATG11=A2REPEATG11;
else if A2REPEATG11>=20 then X2REPEATG11=5;
else if A2REPEATG11>=15 then X2REPEATG11=4;
else if A2REPEATG11>=10 then X2REPEATG11=3;
else if A2REPEATG11>=5 then X2REPEATG11=2;
```

else if A2REPEATG11>0 then X2REPEATG11=1;  
else if A2REPEATG11=0 then X2REPEATG11=0;

Code	Value Label	Frequency	Percentage
0	0%	3,066	13.09
1	more than 0% but less than 5%	5,278	22.54
2	at least 5% but less than 10%	3,038	12.97
3	at least 10% but less than 15%	1,421	6.07
4	at least 15% but less than 20%	457	1.95
5	20% or more	508	2.17
-4	Item not administered: abbreviated interview	481	2.05
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	5,819	24.85
-8	Unit non-response	894	3.82
-9	Missing	1,100	4.70
TOTALS		23,415	100.00

Variable Name: X2RETURN11

Record #1, Position: 828 - 829, Format: N2.

Variable Label: X2 Percent of 11th graders returning to school-categorical

Variable Description:

- Categorized version of the continuous administrator variable A2RETURN11. This variable indicates the percentage of September 2010 11th-graders who returned in September of 2011, regardless of grade level.

SAS Logic:

if A2RETURN11<0 then X2RETURN11=A2RETURN11;  
else if A2RETURN11=100 then X2RETURN11=8;  
else if A2RETURN11=99 then X2RETURN11=7;  
else if A2RETURN11=98 then X2RETURN11=6;  
else if A2RETURN11=97 then X2RETURN11=5;  
else if A2RETURN11=96 then X2RETURN11=4;  
else if A2RETURN11=95 then X2RETURN11=3;  
else if A2RETURN11>=90 then X2RETURN11=2;  
else if A2RETURN11>=0 then X2RETURN11=1;

Code	Value Label	Frequency	Percentage
1	less than 90%	1,473	6.29
2	at least 90% but less than 95%	3,043	13.00
3	95%	3,634	15.52
4	96%	1,162	4.96
5	97%	1,510	6.45
6	98%	3,287	14.04
7	99%	2,418	10.33
8	100%	1,238	5.29
-4	Item not administered: abbreviated interview	481	2.05
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,691	7.22
-8	Unit non-response	894	3.82
-9	Missing	1,231	5.26
TOTALS		23,415	100.00

Variable Name: X2BEHAVEIN

Record #1, Position: 830 - 834, Format: N5.2

Variable Label: X2 Scale of school motivation

## Variable Description:

- This variable is a scale of the students answers about in-school behavior within the last 6 months. Higher values represent more positive assessments of the school's problems. Variable was created through principal components factor analysis and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2LATESCH, S2SKIPCLASS, S2INSCHSUSP, S2ABSENT, S2WOHWDN, S2WOPAPER, S2WOBOOK.

Code	Value Label	Frequency	Percentage
C	-5.64 - 1.21	19,978	85.32
-8	Unit non-response	2,821	12.05
-9	Missing	616	2.63
TOTALS		23,415	100.00

## Variable Name: X2MEFFORT

Record #1, Position: 835 - 839, Format: N5.2

Variable Label: X2 Scale of math class effort

## Variable Description:

- This variable is a scale of the students answers math effort. Higher values represent more positive assessments of the school's problems. Variable was created through principal components factor analysis and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2MATTENTION, S2MONTIME, S2MSTOPTRYING, S2MGETBY. If the student indicated that he or she was not taking a fall math class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
C	-4.1 - 1.18	17,080	72.94
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	794	3.39
TOTALS		23,415	100.00

## Variable Name: X2SEFFORT

Record #1, Position: 840 - 844, Format: N5.2

Variable Label: X2 Scale of science class effort

## Variable Description:

- This variable is a scale of the students answers science effort. Higher values represent more positive assessments of the school's problems. Variable was created through principal components factor analysis and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2SATTENTION, S2SONTIME, S2SSTOPTRYING, S2SGETBY. If the student indicated that he or she was not taking a fall science class, this variable is set to -7.

Code	Value Label	Frequency	Percentage
C	-4.07 - 1.1	15,369	65.64
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	924	3.95
TOTALS		23,415	100.00

## Variable Name: X2PROBLEM

Record #1, Position: 845 - 849, Format: N5.2

Variable Label: X2 Scale of problems at high school

## Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's problems. Higher values represent more positive assessments of the school's problems. Variable was created through principal components factor analysis and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A2TARDY, A2STUABSENT, A2CUT, A2DROPOUT, A2APATHY, A2PRNTINV, A2RESOURCES, A2UNPREP, A2HEALTH.

Code	Value Label	Frequency	Percentage
C	-2.14 - 2.94	17,872	76.33
-8	Unit non-response	894	3.82

-9	Missing	4,649	19.85
TOTALS		23,415	100.00

Variable Name: X2MTHID

Record #1, Position: 850 - 854, Format: N5.2

Variable Label: X2 Scale of student's mathematics identity

Variable Description:

- This variable is a scale of the sample member's math identity. Sample members who tend to agree with the statements "You see yourself as a math person" and/or "Others see me as a math person" will have higher values for X2MTHID. This variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2MPERSON1 and S2MPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-1.54 - 1.82	20,024	85.52
-8	Unit non-response	2,821	12.05
-9	Missing	570	2.43
TOTALS		23,415	100.00

Variable Name: X2MTHUTI

Record #1, Position: 855 - 859, Format: N5.2

Variable Label: X2 Scale of student's mathematics utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of mathematics; higher values represent perceptions of greater mathematics utility. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2MUSELIFE, S2MUSECLG, and S2MUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-3.94 - 1.21	19,967	85.27
-8	Unit non-response	2,821	12.05
-9	Missing	627	2.68
TOTALS		23,415	100.00

Variable Name: X2MTHEFF

Record #1, Position: 860 - 864, Format: N5.2

Variable Label: X2 Scale of student's mathematics self-efficacy

Variable Description:

- This variable is a scale of the sample member's math self-efficacy; higher X2MTHEFF values represent higher math self-efficacy. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2MTESTS, S2MTEXTBOOK, S2MSKILLS, and S2MASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-2.5 - 1.73	19,771	84.44
-8	Unit non-response	2,821	12.05
-9	Missing	823	3.51
TOTALS		23,415	100.00

Variable Name: X2MTHINT

Record #1, Position: 865 - 869, Format: N5.2

Variable Label: X2 Scale of student's interest in fall 2009 math course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year math course; higher values represent greater interest in their base-year math course. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2MENJOYING, S2MWASTE, S2MBORING, S2FAVSUBJ, and S2MENJOYS. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-2.02 - 1.99	16,847	71.95
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	1,027	4.39
TOTALS		23,415	100.00

Variable Name: X2SCIID

Record #1, Position: 870 - 874, Format: N5.2

Variable Label: X2 Scale of student's science identity

Variable Description:

- This variable is a scale of the sample member's science identity. Sample members who tend to agree with the statements "You see yourself as a science person" and/or "Others see me as a science person" will have higher values for X2SCIID. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2SPERSON1 and S2SPERSON2. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-1.74 - 1.86	19,939	85.15
-8	Unit non-response	2,821	12.05
-9	Missing	655	2.80
TOTALS		23,415	100.00

Variable Name: X2SCIUTI

Record #1, Position: 875 - 879, Format: N5.2

Variable Label: X2 Scale of student's science utility

Variable Description:

- This variable is a scale of the sample member's perception of the utility of science; higher values represent perceptions of greater science utility. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2SUSELIFE, S2SUSECLG, and S2SUSEJOB. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-0.23 - 0.1	19,866	84.84
-8	Unit non-response	2,821	12.05
-9	Missing	728	3.11
TOTALS		23,415	100.00

Variable Name: X2SCIEFF

Record #1, Position: 880 - 884, Format: N5.2

Variable Label: X2 Scale of student's science self-efficacy

Variable Description:

- This variable is a scale of the sample member's science self-efficacy; higher X2SCIEFF values represent higher science self-efficacy. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2STESTS, S2STEXTBOOK, S2SSKILLS, and S2SASSEXCL. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
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C	-2.47 - 1.64	19,554	83.51
-8	Unit non-response	2,821	12.05
-9	Missing	1,040	4.44
TOTALS		23,415	100.00

Variable Name: X2SCIINT

Record #1, Position: 885 - 889, Format: N5.2

Variable Label: X2 Scale of student's interest in fall 2009 science course

Variable Description:

- This variable is a scale of the sample member's interest in their base-year science course; higher values represent greater interest in their base-year science course. Variable was created through principal components factor analysis (weighted by W2STUDENT) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were S2SENJOYING, S2SWASTE, S2SBORING, S2FAVSUBJ, and S2SENJOYS. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information on this scale score, please see chapter 5 of the F1 Data File Documentation (NCES 2014-361).

Code	Value Label	Frequency	Percentage
C	-2.24 - 1.71	15,224	65.02
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	1,069	4.57
TOTALS		23,415	100.00

Variable Name: X2STU30OCC6

Record #1, Position: 890 - 895, Format: N6.

Variable Label: X2 Student occupation at age 30: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2STU30OCC6 stores the 6-digit Occupational Information Network (O\*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S2OCC30 and X2STU30OCC6 (6-digit code) and X2STU30OCC2 (2-digit code) are the coded versions of that occupation text. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2 digit code is also stored in X2STU30OCC6 with a value of "XX0000". See <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

SAS Logic:

if X2SQSTAT >= 7 then do;

    X2STU30OCC6='-8';

end;

else if 9<S2JOB30\_CD6<100 then X2STU30OCC6=S2JOB30\_CD6\*10000;

else if 100<S2JOB30\_CD6<1000 then X2STU30OCC6=S2JOB30\_CD6\*1000;

else do;

    X2STU30OCC6=S2JOB30\_CD6;

end;

X2STU30OCC6=left(X2STU30OCC6);

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2STU30OCC2

Record #1, Position: 896 - 897, Format: N2.

Variable Label: X2 Student occupation at age 30: 2-digit ONET code

Comment: Occupations with low counts set to uncodeable on the public use file.

Variable Description:

- X2STU30OCC2 stores the 2-digit Occupational Information Network (O\*NET) code of the job the sample member expects or plans to have at age 30. The occupation text is stored in S2OCC30 and X2STU30OCC6 (6-digit code) and X2STU30OCC2 (2-digit code) are the coded versions of that occupation text. If an occupation cannot be coded to the 6-digit level but can be coded to the 2-digit level, the 2 digit code is also stored in X2STU30OCC6 with a value of "XX0000". See <http://www.onetcenter.org/> for further information on the O\*NET taxonomy.

SAS Logic:

```

if X2SQSTAT >= 7 then do;
  X2STU30OCC2=-8;
end;
else do;
  X2STU30OCC2=S2JOB30_CD2;
end;
if X2STU30OCC2>99999 and X2STU30OCC2<0 then X2STU30OCC2=int(X2STU30OCC2/10000);

```

Code	Value Label	Frequency	Percentage
11	Management Occupations	751	3.21
13	Business and Financial Operations Occupations	460	1.96
15	Computer and Mathematical Occupations	412	1.76
17	Architecture and Engineering Occupations	1,169	4.99
19	Life, Physical, and Social Science Occupations	938	4.01
21	Community and Social Services Occupations	290	1.24
23	Legal Occupations	513	2.19
25	Education, Training, and Library Occupations	861	3.68
27	Arts, Design, Entertainment, Sports, and Media Occupations	1,586	6.77
29	Healthcare Practitioners and Technical Occupations	4,612	19.70
31	Healthcare Support Occupations	134	0.57
33	Protective Service Occupations	680	2.90
35	Food Preparation and Serving Related Occupations	200	0.85
39	Personal Care and Service Occupations	386	1.65
41	Sales and Related Occupations	114	0.49
43	Office and Administrative Support Occupations	36	0.15
47	Construction and Extraction Occupations	233	1.00
49	Installation, Maintenance, and Repair Occupations	418	1.79
51	Production Occupations	209	0.89
53	Transportation and Material Moving Occupations	155	0.66
55	Military Specific Occupations	372	1.59
98	Don't know	5,580	23.83
99	Uncodeable	131	0.56
-8	Unit non-response	2,821	12.05
-9	Missing	354	1.51
TOTALS		23,415	100.00

Variable Name: X2STUEDEXPCT

Record #1, Position: 898 - 899, Format: N2.

Variable Label: X2 How far in school sample member thinks he/she will get

Variable Description:

- Indicates the highest level of education the sample member expects to achieve. X2STUEDEXPCT is drawn from the first follow-up student questionnaire, and if missing it is statistically imputed (imputed values in X2STUEDEXPCT can be identified using X2STUEDEX\_IM=2).

Code	Value Label	Frequency	Percentage
1	Less than high school completion	115	0.49
2	Complete HS diploma/GED/alternative HS credential	1,726	7.37
3	Start, but not complete certificate/diploma from school providing occupational training	106	0.45
4	Complete certificate/diploma from school providing occupational training	1,039	4.44
5	Start, but not complete Associate's degree	167	0.71

6	Complete Associate's degree	1,836	7.84
7	Start, but not complete Bachelor's degree	239	1.02
8	Complete Bachelor's degree	5,492	23.46
9	Start, but not complete Master's degree	311	1.33
10	Complete Master's degree	4,362	18.63
11	Start, but not complete Ph.D./M.D./law degree/high level professional degree	170	0.73
12	Complete Ph.D./M.D./law degree/other high level professional degree	2,925	12.49
13	Don't know	2,106	8.99
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2PAREDEXPCT

Record #1, Position: 900 - 901, Format: N2.

Variable Label: X2 How far in school parent thinks sample member will go

Variable Description:

- X2PAREDEXPCT indicates the highest level of education the parent questionnaire respondent expects the sample member to achieve. X2PAREDEXPCT is taken from the base year parent questionnaire; if missing from the base year parent questionnaire, X2PAREDEXPCT is statistically imputed (imputed values in X2PAREDEXPCT can be identified using X2PAREDEX\_IM=2).

Code	Value Label	Frequency	Percentage
1	Less than high school completion	168	0.72
2	Complete HS diploma/GED/alternative HS credential	1,398	5.97
3	Start, but not complete certificate/diploma from school providing occupational training	69	0.29
4	Complete certificate/diploma from school providing occupational training	1,075	4.59
5	Start, but not complete Associate's degree	160	0.68
6	Complete Associate's degree	1,566	6.69
7	Start, but not complete Bachelor's degree	245	1.05
8	Complete Bachelor's degree	6,325	27.01
9	Start, but not complete Master's degree	141	0.60
10	Complete Master's degree	3,967	16.94
11	Start, but not complete Ph.D./M.D./law degree/high level professional degree	170	0.73
12	Complete Ph.D./M.D./law degree/other high level professional degree	3,306	14.12
13	Don't know	2,329	9.95
-8	Unit non-response	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2S2SSPR12

Record #1, Position: 902 - 903, Format: N2.

Variable Label: X2 S2 Teenager taking science/computer science/tech class(es) in spring 2012

Variable Description:

- Distinguishes science from computer science/tech class(es) by evaluating responses across the series of D23 items. Please note that S2OTHS12=1 defaults as a science class for purposes of instrument routing as well as this composite. Values of X2S2SSPR12=4 "Science class unspecified, unknown type" were identified because S2SSPR12=1 and no items in the series of science classes were selected.

SAS Logic:

```
array science S2LIFES12 S2BIO1S12 S2BIO2S12 S2APBIOS12 S2IBIOS12 S2ANATOMYS12 S2OTHBIOS12 S2CHEM1S12
S2CHEM2S12
```

```
S2APCHEM12 S2IBCHEM12 S2EARTHS12 S2APENV12 S2IBENV12 S2OTHENV12 S2PHYSIC1S12
S2PHYSIC2S12 S2APPHYSIC12
```

```
S2IBPHYSIC12 S2PHYSS12 S2TECHS12 S2OTHPHY12 S2INTGS1S12 S2INTGS2S12 S2GENS12 S2OTHS12;
array tech S2COMPAPP12 S2COMPPROG12 S2APCOMPSCI12 S2IBTECH12 S2OTHCOMP12 S2ENGINEER12;
```

```
scicnt=0;
```

```
techcnt=0;
```

```
do s=1 to dim(science);
```



```

if science(s)=1 then scicnt=scicnt+1;
end;
do t=1 to dim(tech);
  if tech(t)=1 then techcnt=techcnt+1;
end;
if x2sqstat>=7 then x2s2sspr12=-8;
else if s2sspr12 in (-7,-9) then x2s2sspr12=s2sspr12;
else if scicnt>0 and techcnt=0 then x2s2sspr12=1;
else if scicnt=0 and techcnt>0 then x2s2sspr12=2;
else if scicnt>0 and techcnt>0 then x2s2sspr12=3;
else if s2sspr12=1 and scicnt=0 and techcnt=0 then x2s2sspr12=4;
else x2s2sspr12=0; * no science or tech classes ;

```

Code	Value Label	Frequency	Percentage
0	No science or computer science/tech class specified	3,392	14.49
1	Only science class(es)	14,667	62.64
2	Only computer science/tech class(es)	278	1.19
3	both science and computer science/tech classes	1,103	4.71
4	Science class unspecified, unknown type	144	0.61
-7	Item legitimate skip/NA	631	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	379	1.62
TOTALS		23,415	100.00

Variable Name: X2REQLEVEL

Record #1, Position: 904 - 905, Format: N2.

Variable Label: X2 Highest level of education student indicates will meet minimum requirements

Variable Description:

- Highest level of education indicated by student to meet the minimum requirements (by summer 2013) from among S2REQSEL4YR, S2REQTYP4YR, S2REQ2YR, and S2REQOCCTRAIN. Students who don't indicate meeting requirements at any of the four levels are grouped into "don't know" when at least one response is "don't know" otherwise "no requirements at any level" when at least one response is "no". Otherwise the variable is set to missing.

SAS Logic:

```

array sel S2REQOCCTRAIN S2REQ2YR S2REQTYP4YR S2REQSEL4YR;
nocnt=0;
dkcnt=0;
do i=1 to dim(sel);
  if sel(i)=1 then maxlvl=i;
  if sel(i)=2 then nocnt=nocnt+1;
  if sel(i)=3 then dkcnt=dkcnt+1;
end;
if x2sqstat>=7 then X2REQLEVEL=-8;
else if maxlvl>0 then X2REQLEVEL=maxlvl+1;
else if nocnt>0 and dkcnt=0 then X2REQLEVEL=0; * no requirements at any level ;
else if dkcnt>0 then X2REQLEVEL=1; * don't know;
else X2REQLEVEL=-9

```

Code	Value Label	Frequency	Percentage
0	No minimum requirements met at any level	297	1.27
1	Don't know whether any minimum requirements are met	1,284	5.48
2	School for occupation training	589	2.52
3	2-year community college	3,596	15.36
4	Typical 4-year college	11,951	51.04
5	Selective 4-year college	2,742	11.71
-8	Unit non-response	2,821	12.05
-9	Missing	135	0.58

TOTALS		23,415	100.00
--------	--	--------	--------

Variable Name: X2S2EARNNOHS

Record #1, Position: 906 - 913, Format: N8.

Variable Label: X2 S2 Earnings without HS diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the student thinks their starting pre-tax income would be in first job having not earned a HS diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```
array NEWVAR_ARR X2S2EARNNOHS X2S2EARNHS X2S2EARNNOCC X2S2EARN2YPUB X2S2EARN4Y;
```

```
array VAR_ARR S2EARNNOHS S2EARNHS S2EARNNOCC S2EARN2YPUB S2EARN4Y;
```

```
array UNIT_ARR S2EARNNOHSUN S2EARNHSUN S2EARNNOCCUN S2EARN2YPUBUN S2EARN4YUN;
```

```
do i = 1 to dim(VAR_ARR);
```

```
  if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
```

```
    if UNIT_ARR(i) = 1 then do;
```

```
      * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
```

```
      NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
```

```
    end;
```

```
  else if UNIT_ARR(i) = 2 then do;
```

```
    * Days to Years (Daily * 5 days a week * 52 weeks a year);
```

```
    NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
```

```
  end;
```

```
  else if UNIT_ARR(i) = 3 then do;
```

```
    * Weeks to Years (Weekly * 52 weeks a year);
```

```
    NEWVAR_ARR(i) = VAR_ARR(i) * 52;
```

```
  end;
```

```
  else if UNIT_ARR(i) = 4 then do;
```

```
    * Months to Years (Monthly * 12 months a year);
```

```
    NEWVAR_ARR(i) = VAR_ARR(i) * 12;
```

```
  end;
```

```
  else if UNIT_ARR(i) = 5 then do;
```

```
    * Carry over Years;
```

```
    NEWVAR_ARR(i) = VAR_ARR(i);
```

```
  end;
```

```
  if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
```

```
  else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
```

```
end;
```

```
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
```

```
  NEWVAR_ARR(i) = -8;
```

```
end;
```

```
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
```

```
  NEWVAR_ARR(i) = -7;
```

```
end;
```

```
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
```

```
  NEWVAR_ARR(i) = -9;
```

```
end;
```

```
end;
```

Code	Value Label	Frequency	Percentage
C	0 - 75000	13,760	58.77
-8	Unit non-response	2,821	12.05
-9	Missing	6,834	29.19
TOTALS		23,415	100.00

Variable Name: X2S2EARNHS

Record #1, Position: 914 - 921, Format: N8.

Variable Label: X2 S2 Earnings with HS diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

## Variable Description:

- Earnings, standardized as an annual wage, that the student thinks their starting pre-tax income would be in first job having earned a HS diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

## SAS Logic:

```
array NEWVAR_ARR X2S2EARNNOHS X2S2EARNHS X2S2EARNOCC X2S2EARN2YPUB X2S2EARN4Y;
array VAR_ARR S2EARNNOHS S2EARNHS S2EARNOCC S2EARN2YPUB S2EARN4Y;
array UNIT_ARR S2EARNNOHSUN S2EARNHSUN S2EARNOCCUN S2EARN2YPUBUN S2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 12;
        end;
        else if UNIT_ARR(i) = 5 then do;
            * Carry over Years;
            NEWVAR_ARR(i) = VAR_ARR(i);
        end;
        if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
        else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
    end;
    else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
        NEWVAR_ARR(i) = -8;
    end;
    else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
        NEWVAR_ARR(i) = -7;
    end;
    else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
        NEWVAR_ARR(i) = -9;
    end;
end;
```

Code	Value Label	Frequency	Percentage
C	5000 - 150000	13,706	58.54
-8	Unit non-response	2,821	12.05
-9	Missing	6,888	29.42
TOTALS		23,415	100.00

Variable Name: X2S2EARNOCC

Record #1, Position: 922 - 929, Format: N8.

Variable Label: X2 S2 Earnings with occupational training diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

## Variable Description:

- Earnings, standardized as an annual wage, that the student thinks their starting pre-tax income would be in first job having earned a certificate or diploma from a school that provides occupational training.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

## SAS Logic:

```
array NEWVAR_ARR X2S2EARNNOHS X2S2EARNHS X2S2EARNOCC X2S2EARN2YPUB X2S2EARN4Y;
```

```

array VAR_ARR S2EARNNOHS S2EARNHS S2EARNOCC S2EARN2YPUB S2EARN4Y;
array UNIT_ARR S2EARNNOHSUN S2EARNHSUN S2EARNOCCUN S2EARN2YPUBUN S2EARN4YUN;
do i = 1 to dim(VAR_ARR);
  if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
    if UNIT_ARR(i) = 1 then do;
      * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
      NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
    end;
    else if UNIT_ARR(i) = 2 then do;
      * Days to Years (Daily * 5 days a week * 52 weeks a year);
      NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
    end;
    else if UNIT_ARR(i) = 3 then do;
      * Weeks to Years (Weekly * 52 weeks a year);
      NEWVAR_ARR(i) = VAR_ARR(i) * 52;
    end;
    else if UNIT_ARR(i) = 4 then do;
      * Months to Years (Monthly * 12 months a year);
      NEWVAR_ARR(i) = VAR_ARR(i) * 12;
    end;
    else if UNIT_ARR(i) = 5 then do;
      * Carry over Years;
      NEWVAR_ARR(i) = VAR_ARR(i);
    end;
  if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
  else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
  end;
  else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
  end;
  else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
  end;
  else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
  end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 150000	13,290	56.76
-8	Unit non-response	2,821	12.05
-9	Missing	7,304	31.19
TOTALS		23,415	100.00

Variable Name: X2S2EARN2YPUB

Record #1, Position: 930 - 937, Format: N8.

Variable Label: X2 S2 Earnings with two year college degree standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the student thinks their starting pre-tax income would be in first job having earned a two year community college diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2S2EARNNOHS X2S2EARNHS X2S2EARNOCC X2S2EARN2YPUB X2S2EARN4Y;
array VAR_ARR S2EARNNOHS S2EARNHS S2EARNOCC S2EARN2YPUB S2EARN4Y;
array UNIT_ARR S2EARNNOHSUN S2EARNHSUN S2EARNOCCUN S2EARN2YPUBUN S2EARN4YUN;
do i = 1 to dim(VAR_ARR);
  if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
    if UNIT_ARR(i) = 1 then do;
      * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);

```

```

NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
end;
else if UNIT_ARR(i) = 2 then do;
    * Days to Years (Daily * 5 days a week * 52 weeks a year);
    NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
end;
else if UNIT_ARR(i) = 3 then do;
    * Weeks to Years (Weekly * 52 weeks a year);
    NEWVAR_ARR(i) = VAR_ARR(i) * 52;
end;
else if UNIT_ARR(i) = 4 then do;
    * Months to Years (Monthly * 12 months a year);
    NEWVAR_ARR(i) = VAR_ARR(i) * 12;
end;
else if UNIT_ARR(i) = 5 then do;
    * Carry over Years;
    NEWVAR_ARR(i) = VAR_ARR(i);
end;
if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 150000	13,275	56.69
-8	Unit non-response	2,821	12.05
-9	Missing	7,319	31.26
TOTALS		23,415	100.00

Variable Name: X2S2EARN4Y

Record #1, Position: 938 - 945, Format: N8.

Variable Label: X2 S2 Earnings with four year college degree standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the student thinks their starting pre-tax income would be in first job having earned a four year college diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```
array NEWVAR_ARR X2S2EARNNOHS X2S2EARNHS X2S2EARNOCC X2S2EARN2YPUB X2S2EARN4Y;
```

```
array VAR_ARR S2EARNNOHS S2EARNHS S2EARNOCC S2EARN2YPUB S2EARN4Y;
```

```
array UNIT_ARR S2EARNNOHSUN S2EARNHSUN S2EARNOCCUN S2EARN2YPUBUN S2EARN4YUN;
```

```
do i = 1 to dim(VAR_ARR);
```

```
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
```

```
        if UNIT_ARR(i) = 1 then do;
```

```
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
```

```
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
```

```
        end;
```

```
        else if UNIT_ARR(i) = 2 then do;
```

```
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
```

```
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
```

```
        end;
```

```

else if UNIT_ARR(i) = 3 then do;
    * Weeks to Years (Weekly * 52 weeks a year);
    NEWVAR_ARR(i) = VAR_ARR(i) * 52;
end;
else if UNIT_ARR(i) = 4 then do;
    * Months to Years (Monthly * 12 months a year);
    NEWVAR_ARR(i) = VAR_ARR(i) * 12;
end;
else if UNIT_ARR(i) = 5 then do;
    * Carry over Years;
    NEWVAR_ARR(i) = VAR_ARR(i);
end;
if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 150000	13,424	57.33
-8	Unit non-response	2,821	12.05
-9	Missing	7,170	30.62
TOTALS		23,415	100.00

Variable Name: X2PEARNNOHS

Record #1, Position: 946 - 953, Format: N8.

Variable Label: X2 Parent questionnaire earnings without HS diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the parent respondent thinks the sample member's starting pre-tax income would be in first job having not earned a HS diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2PEARNNOHS X2PEARNHS X2PEARNOCC X2PEARN2YPUB X2PEARN4Y;
array VAR_ARR P2EARNNOHS P2EARNHS P2EARNOCC P2EARN2YPUB P2EARN4Y;
array UNIT_ARR P2EARNNOHSUN P2EARNHSUN P2EARNOCCUN P2EARN2YPUBUN P2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);

```

```

NEWVAR_ARR(i) = VAR_ARR(i) * 12;
end;
else if UNIT_ARR(i) = 5 then do;
    * Carry over Years;
    NEWVAR_ARR(i) = VAR_ARR(i);
end;
if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	0 - 35000	5,800	24.77
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2PEARNHS

Record #1, Position: 954 - 961, Format: N8.

Variable Label: X2 Parent questionnaire earnings with HS diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the parent respondent thinks the sample member's starting pre-tax income would be in first job having earned a HS diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2PEARNNOHS X2PEARNHS X2PEARNOCC X2PEARN2YPUB X2PEARN4Y;
array VAR_ARR P2EARNNOHS P2EARNHS P2EARNOCC P2EARN2YPUB P2EARN4Y;
array UNIT_ARR P2EARNNOHSUN P2EARNHSUN P2EARNOCCUN P2EARN2YPUBUN P2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 12;
        end;
        else if UNIT_ARR(i) = 5 then do;
            * Carry over Years;
            NEWVAR_ARR(i) = VAR_ARR(i);
        end;
    end;
end;

```

```

end;
if NEWVAR_ARR(i)>999999 then NEWVAR_ARR(i)=999999;
else NEWVAR_ARR(i)=round(NEWVAR_ARR(i),1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 50000	5,854	25.00
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	2,767	11.82
TOTALS		23,415	100.00

Variable Name: X2PEARNOCC

Record #1, Position: 962 - 969, Format: N8.

Variable Label: X2 Parent questionnaire earnings with occupational training diploma standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the parent respondent thinks the sample member's starting pre-tax income would be in first job having earned a certificate or diploma from a school that provides occupational training.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2PEARNNOHS X2PEARNHS X2PEARNOCC X2PEARN2YPUB X2PEARN4Y;
array VAR_ARR P2EARNNOHS P2EARNHS P2EARNNOCC P2EARN2YPUB P2EARN4Y;
array UNIT_ARR P2EARNNOHSUN P2EARNHSUN P2EARNNOCCUN P2EARN2YPUBUN P2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 12;
        end;
        else if UNIT_ARR(i) = 5 then do;
            * Carry over Years;
            NEWVAR_ARR(i) = VAR_ARR(i);
        end;
    if NEWVAR_ARR(i)>999999 then NEWVAR_ARR(i)=999999;
    else NEWVAR_ARR(i)=round(NEWVAR_ARR(i),1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;

```



```

NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 75000	5,587	23.86
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	3,034	12.96
TOTALS		23,415	100.00

Variable Name: X2PEARN2YPUB

Record #1, Position: 970 - 977, Format: N8.

Variable Label: X2 Parent questionnaire earnings with two year college degree standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the parent respondent thinks the sample member's starting pre-tax income would be in first job having earned a two year community college diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2PEARNNOHS X2PEARNHNS X2PEARNNOCC X2PEARN2YPUB X2PEARN4Y;
array VAR_ARR P2EARNNOHS P2EARNHNS P2EARNNOCC P2EARN2YPUB P2EARN4Y;
array UNIT_ARR P2EARNNOHSUN P2EARNHNSUN P2EARNNOCCUN P2EARN2YPUBUN P2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 12;
        end;
        else if UNIT_ARR(i) = 5 then do;
            * Carry over Years;
            NEWVAR_ARR(i) = VAR_ARR(i);
        end;
    if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
    else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
end;
else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
    NEWVAR_ARR(i) = -8;
end;
else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
    NEWVAR_ARR(i) = -7;
end;
end;

```

```

else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
    NEWVAR_ARR(i) = -9;
end;
end;

```

Code	Value Label	Frequency	Percentage
C	5000 - 75000	5,592	23.88
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	3,029	12.94
TOTALS		23,415	100.00

Variable Name: X2PEARN4Y

Record #1, Position: 978 - 985, Format: N8.

Variable Label: X2 Parent questionnaire earnings with four year college degree standardized by year

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Earnings, standardized as an annual wage, that the parent respondent thinks the sample member's starting pre-tax income would be in first job having earned a four year college diploma.

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

SAS Logic:

```

array NEWVAR_ARR X2PEARNNOHS X2PEARNHS X2PEARNOCC X2PEARN2YPUB X2PEARN4Y;
array VAR_ARR P2EARNNOHS P2EARNHS P2EARNOCC P2EARN2YPUB P2EARN4Y;
array UNIT_ARR P2EARNNOHSUN P2EARNHSUN P2EARNOCCUN P2EARN2YPUBUN P2EARN4YUN;
do i = 1 to dim(VAR_ARR);
    if UNIT_ARR(i) > 0 and VAR_ARR(i) >= 0 then do;
        if UNIT_ARR(i) = 1 then do;
            * Hours to Years (Hourly * 8 hours a day * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 8 * 5 * 52;
        end;
        else if UNIT_ARR(i) = 2 then do;
            * Days to Years (Daily * 5 days a week * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 5 * 52;
        end;
        else if UNIT_ARR(i) = 3 then do;
            * Weeks to Years (Weekly * 52 weeks a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 52;
        end;
        else if UNIT_ARR(i) = 4 then do;
            * Months to Years (Monthly * 12 months a year);
            NEWVAR_ARR(i) = VAR_ARR(i) * 12;
        end;
        else if UNIT_ARR(i) = 5 then do;
            * Carry over Years;
            NEWVAR_ARR(i) = VAR_ARR(i);
        end;
        if NEWVAR_ARR(i) > 999999 then NEWVAR_ARR(i) = 999999;
        else NEWVAR_ARR(i) = round(NEWVAR_ARR(i), 1);
    end;
    else if UNIT_ARR(i) < -9 and VAR_ARR(i) < -9 then do;
        NEWVAR_ARR(i) = -8;
    end;
    else if UNIT_ARR(i) = -7 and VAR_ARR(i) = -7 then do;
        NEWVAR_ARR(i) = -7;
    end;
    else if UNIT_ARR(i) = -9 and VAR_ARR(i) = -9 then do;
        NEWVAR_ARR(i) = -9;
    end;
end;
end;

```

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	15000 - 150000	5,816	24.84
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	2,805	11.98
TOTALS		23,415	100.00

Variable Name: X2TESTSTAT

Record #1, Position: 986 - 987, Format: N2.

Variable Label: X2 Student mathematics assessment status

Comment: Questionnaire Incapable students have been recoded as nonrespondents on the public use file.

Variable Description:

- X2TESTSTAT indicates whether first follow-up HSLs mathematics assessment data are available on the data file for any given sample member.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	F1 assessment respondent	18,507	79.04
2	F1 assessment nonrespondent (scores imputed)	2,087	8.91
8	F1 student survey nonrespondent (no assessment data)	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TESTDATE

Record #1, Position: 988 - 993, Format: A6

Variable Label: X2 Student mathematics assessment date (YYYYMM)

Variable Description:

- Month and year the sample member completed the first follow-up HSLs mathematics assessment.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	18,507	79.04
-8	Unit non-response	4,908	20.96
TOTALS		23,415	100.00

Variable Name: X2SQSTAT

Record #1, Position: 994 - 995, Format: N2.

Variable Label: X2 Student questionnaire status

Comment: Questionnaire Incapable students have been recoded as nonrespondents on the public use file.

Variable Description:

- X2SQSTAT indicates whether a complete first follow-up student interview is available on the data file; X2SQSTAT also indicates the mode of the first follow-up student interview, and whether the student responded in-school or out-of-school. Cases coded as "Non-respondent (no survey data)" include out of scope and deceased cases. For an explanation of a responding case, please see chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-school self-administered complete	15,472	66.08
2	Out-of-school self-administered complete	2,268	9.69
3	CATI complete	1,312	5.60
4	CAPI complete	1,542	6.59
8	Non-respondent (no F1 survey data)	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2SQDATE

Record #1, Position: 996 - 1001, Format: A6

Variable Label: X2 Student questionnaire date (YYYYMM)

Variable Description:

- Month and year the sample member responded to the first follow-up student interview.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	20,594	87.95
-8	Unit non-response	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2SQINCAPABL

Record #1, Position: 1002 - 1003, Format: N2.

Variable Label: X2 Student questionnaire incapable

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates whether or not the sample member was questionnaire incapable for the first follow-up interview, and if so, the reason for being assigned a status of questionnaire incapable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2PQSTAT

Record #1, Position: 1004 - 1005, Format: N2.

Variable Label: X2 Parent questionnaire status

Variable Description:

- X2PQSTAT indicates whether a complete first follow-up parent interview is available on the data file; it also indicates the mode of the first follow-up parent interview, and whether the parent responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361).

Please note: PAPI used an abbreviated questionnaire and some non-completers were later PAPI completers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Self-administered web complete	3,846	16.43
2	CATI complete	2,936	12.54
3	CAPI complete	1,366	5.83
4	PAPI complete	473	2.02
8	Non-respondent (no F1 survey data)	2,515	10.74
9	Not in parent subsample	12,279	52.44
TOTALS		23,415	100.00

Variable Name: X2PQDATE

Record #1, Position: 1006 - 1011, Format: A6

Variable Label: X2 Parent questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 201211 as 201210.

Variable Description:

- Month and year the sample member's parent responded to the first follow-up parent questionnaire.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	8,621	36.82
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
TOTALS		23,415	100.00

Variable Name: X2PQLANG

Record #1, Position: 1012 - 1013, Format: N2.

Variable Label: X2 Parent questionnaire language (English v. Spanish)

Variable Description:

- Indicates whether the parent respondent completed an English or Spanish first follow-up parent questionnaire.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	English interview	8,268	35.31
2	Spanish interview	353	1.51
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
TOTALS		23,415	100.00

Variable Name: X2CONTROL

Record #1, Position: 1014 - 1015, Format: N2.

Variable Label: X2 School control

Comment: "Catholic" and "Other private" recoded as one category "Catholic or other private" on the public use file.

Variable Description:

- X2CONTROL identifies the sample member's first followup school as being a Public, Catholic, or Other Private School, as indicated in the source data for sampling: the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Please note: CCD/PSS information for schools is from the latest source (2011-2012) possible to closely align to when data collection occurred. This is different from base year CCD/PSS variables where the version used to draw the sample is provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	18,211	77.77
2	Catholic or other private	3,623	15.47
-6	Component not applicable	1,353	5.78
-9	Missing	228	0.97
TOTALS		23,415	100.00

Variable Name: X2LOCALE

Record #1, Position: 1016 - 1017, Format: N2.

Variable Label: X2 School locale (urbanicity)

Variable Description:

- X2LOCALE characterizes the locale (urbanicity) of the sample member's first followup school as either City, Suburb, Town, or Rural, as indicated in the source data for sampling: the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Please note: CCD/PSS information for schools is from the latest source (2011-2012) possible to closely align to when data collection occurred. This is different from base year CCD/PSS variables where the version used to draw the sample is provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	City	6,162	26.32
2	Suburb	6,685	28.55
3	Town	2,812	12.01
4	Rural	6,171	26.35
-6	Component not applicable	1,353	5.78
-9	Missing	232	0.99
TOTALS		23,415	100.00

Variable Name: X2REGION

Record #1, Position: 1018 - 1019, Format: N2.

Variable Label: X2 School geographic region

Variable Description:

- X2REGION identifies the geographic region of the sample member's first followup school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Please note: CCD/PSS information for schools is from the latest source (2011-2012) possible to closely align to when data collection occurred. This is different from base year CCD/PSS variables where the version used to draw the sample is provided, and not a

version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Northeast	3,454	14.75
2	Midwest	5,784	24.70
3	South	8,887	37.95
4	West	3,702	15.81
-6	Component not applicable	1,353	5.78
-9	Missing	235	1.00
TOTALS		23,415	100.00

Variable Name: X2CENDIV

Record #1, Position: 1020 - 1021, Format: N2.

Variable Label: X2 School census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2CENDIV identifies the census geographic division of the sample member's first followup school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Please note: CCD/PSS information for schools is from the latest source (2011-2012) possible to closely align to when data collection occurred. This is different from base year CCD/PSS variables where the version used to draw the sample is provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2STATE

Record #1, Position: 1022 - 1023, Format: N2.

Variable Label: X2 State code for school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2STATE is the FIPS code for the first followup school state

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2FREELUNCH

Record #1, Position: 1024 - 1025, Format: N2.

Variable Label: X2 Grade 11 percent free lunch-categorical

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A2FREELUNCH. This variable indicates the percentage of students enrolled in the school in 2011 who receive free or reduced price lunch.

SAS Logic:

```
if A2FREELUNCH<0 then X2FREELUNCH=A2FREELUNCH;
else if A2FREELUNCH=100 then X2FREELUNCH=11;
else if A2FREELUNCH>=90 then X2FREELUNCH=10;
else if A2FREELUNCH>=80 then X2FREELUNCH=9;
else if A2FREELUNCH>=70 then X2FREELUNCH=8;
else if A2FREELUNCH>=60 then X2FREELUNCH=7;
else if A2FREELUNCH>=50 then X2FREELUNCH=6;
else if A2FREELUNCH>=40 then X2FREELUNCH=5;
else if A2FREELUNCH>=30 then X2FREELUNCH=4;
else if A2FREELUNCH>=20 then X2FREELUNCH=3;
else if A2FREELUNCH>=10 then X2FREELUNCH=2;
```

else if A2FREELUNCH>0 then X2FREELUNCH=1;  
else if A2FREELUNCH=0 then X2FREELUNCH=0;

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2SCHOOLCLI

Record #1, Position: 1026 - 1030, Format: N5.2

Variable Label: X2 Scale of administrator's assessment of school climate

Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's climate. Higher values represent more positive assessments of the school's climate (i.e. fewer problems are indicated). Variable was created through principal components factor analysis and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A2CONFLICT, A2ROBBERY, A2VANDALISM, A2DRUGUSE, A2ALCOHOL, A2DRUGSALE, A2WEAPONS, A2PHYSABUSE, A2TENSION, A2CYBERBULLY, A2OTHERBULLY, A2VERBAL, A2MISBEHAVE, A2DISRESPECT, and A2GANG.

Code	Value Label	Frequency	Percentage
C	-3.36 - 2.58	17,206	73.48
-8	Unit non-response	894	3.82
-9	Missing	5,315	22.70
TOTALS		23,415	100.00

Variable Name: X2AQSTAT

Record #1, Position: 1031 - 1032, Format: N2.

Variable Label: X2 administrator questionnaire status

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2AQSTAT indicates whether a complete base year administrator interview is available on the data file; X2AQSTAT also indicates the mode of the first follow-up administrator interview, and whether the administrator responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLS:09 F1 Data File Documentation (NCES 2014-361).

Please note: Some BY sample school abbreviated completers were online non-completers who later completed the abbreviated interview.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2AQDATE

Record #1, Position: 1033 - 1038, Format: A6

Variable Label: X2 administrator questionnaire date (YYYYMM)

Variable Description:

- Month and year the school administrator responded to the F1 administrator questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	20,594	87.95
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	574	2.45
TOTALS		23,415	100.00

Variable Name: X2AQDESIGNEE

Record #1, Position: 1039 - 1040, Format: N2.

Variable Label: X2 administrator questionnaire designee respondent (designee resp v. no designee)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Indicates whether an administrator designee completed the applicable portion of the administrator questionnaire. An administrator designee was allowed to complete all sections of the administrator questionnaire except for the "Goals and Background" section (i.e. administrator questionnaire variables with a variable label prefix of "A2 Dxxx"), which was the administrator was required to complete him/herself.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2CQSTAT

Record #1, Position: 1041 - 1042, Format: N2.

Variable Label: X2 counselor questionnaire status

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X2CQSTAT indicates whether a complete base year counselor interview is available on the data file; X2CQSTAT also indicates the mode of the first follow-up counselor interview. Cases where the component was not applicable (-6) are students with statuses that do not have F1 school data to merge onto. For an explanation of a responding case, please see chapter 2 of the HSLs:09 F1 Data File Documentation (NCES 2014-361).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2CQDATE

Record #1, Position: 1043 - 1048, Format: A6

Variable Label: X2 counselor questionnaire date (YYYYMM)

Variable Description:

- Month and year the school counselor responded to the first follow-up counselor questionnaire.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	18,929	80.84
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	337	1.44
TOTALS		23,415	100.00

Variable Name: S1SEX

Record #1, Position: 1049 - 1050, Format: N2.

Variable Label: S1 A01 9th grader's sex

Variable Description:

- What is your sex?

Male

Female

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Male	10,862	46.39
2	Female	10,557	45.09
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	25	0.11
TOTALS		23,415	100.00

Variable Name: S1HISPANIC

Record #1, Position: 1051 - 1052, Format: N2.

Variable Label: S1 A02 9th grader is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you Hispanic or [Latino/Latina]?



Yes

No

Note: Question wording was customized in the survey instrument such that "Latino" or "Latina" was conditionally displayed based on student-indicated gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1HISPOR

Record #1, Position: 1053 - 1054, Format: N2.

Variable Label: S1 A03 9th grader's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following are you?

Mexican, Mexican-American, Chicano

Cuban

Dominican

Puerto Rican

Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran

South American such as Colombian, Argentine, or Peruvian

Other Hispanic or other Latino or Latina

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1WHITE

Record #1, Position: 1055 - 1056, Format: N2.

Variable Label: S1 A04A 9th grader is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1BLACK

Record #1, Position: 1057 - 1058, Format: N2.

Variable Label: S1 A04B 9th grader is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1ASIAN

Record #1, Position: 1059 - 1060, Format: N2.

Variable Label: S1 A04C 9th grader is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1PACISLE

Record #1, Position: 1061 - 1062, Format: N2.

Variable Label: S1 A04D 9th grader is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1AMINDIAN

Record #1, Position: 1063 - 1064, Format: N2.

Variable Label: S1 A04E 9th grader is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1ASIANOR

Record #1, Position: 1065 - 1066, Format: N2.

Variable Label: S1 A05 9th grader's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following are you?

Chinese

Filipino

Southeast Asian such as Vietnamese or Thai

South Asian such as Indian or Sri Lankan

Other Asian such as Korean or Japanese

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1BIRTHMON

Record #1, Position: 1067 - 1068, Format: N2.

Variable Label: S1 A06A 9th grader's month of birth

Variable Description:

- What is your birth date?

January

February

March

April

May

June

July

August

September

October

November

December

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	January	1,763	7.53
2	February	1,598	6.82
3	March	1,837	7.85
4	April	1,644	7.02
5	May	1,813	7.74
6	June	1,826	7.80
7	July	1,805	7.71
8	August	2,006	8.57
9	September	1,836	7.84
10	October	1,807	7.72
11	November	1,766	7.54
12	December	1,705	7.28
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	38	0.16
TOTALS		23,415	100.00

Variable Name: S1BIRTHYR

Record #1, Position: 1069 - 1070, Format: N2.

Variable Label: S1 A06C 9th grader's year of birth

Comment: Years earlier than 1992 recoded to 1992 or earlier and years later than 1996 recoded to 1996 or later on the public use file.

Variable Description:

- What is your year of birth?

Code	Value Label	Frequency	Percentage
3	1992 or earlier	183	0.78
4	1993	967	4.13
5	1994	8,105	34.61
6	1995	12,048	51.45
7	1996 or later	100	0.43
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: S1LANG1ST

Record #1, Position: 1071 - 1072, Format: N2.

Variable Label: S1 A07 First language 9th grader learned to speak is English, Spanish, or other

Variable Description:

- What was the first language you learned to speak when you were a child? Was it...

English

Spanish

Another language

English and Spanish equally or

English and another language equally?

Code	Value Label	Frequency	Percentage
1	English	17,863	76.29
2	Spanish	1,180	5.04
3	Another language	1,021	4.36
4	English and Spanish equally	659	2.81
5	English and another language equally	696	2.97
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	25	0.11
TOTALS		23,415	100.00

Variable Name: S1LANG1STOS

Record #1, Position: 1073 - 1074, Format: N2.

Variable Label: S1 A08 Non-English language 9th grader first learned to speak as a child

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the [other] language you first learned to speak?

A European language, such as French, German, or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese or Thai

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi, or

Another language

Note: "Other" was displayed in question wording if respondent indicated their first language was "English and another language equally".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1LANGMOM

Record #1, Position: 1075 - 1076, Format: N2.

Variable Label: S1 A09 How often 9th grader speaks first language with mother/female guardian

Comment: "No mother/female guardian in household" recoded as "Missing" on the public use file.

Variable Description:

- How often do you speak [this language] with your mother or female guardian at home?

Never

Sometimes

About half the time

Most of the time

Always

No mother or female guardian in your household

Note: Question wording was customized in the survey instrument such that the respondent's first language was displayed in place of "this language".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	223	0.95
2	Sometimes	673	2.87
3	About half the time	565	2.41
4	Most of the time	882	3.77
5	Always	1,123	4.80
-7	Item legitimate skip/NA	17,932	76.58
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	46	0.20
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1LANGFRIEND

Record #1, Position: 1077 - 1078, Format: N2.

Variable Label: S1 A10 How often 9th grader speaks first language with friends

Variable Description:

- How often do you speak [this language] with your friends?

Never

Sometimes

About half the time

Most of the time

Always

Note: Question wording was customized in the survey instrument such that the respondent's first language was displayed in place of "this language".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	1,073	4.58
2	Sometimes	1,567	6.69
3	About half the time	485	2.07
4	Most of the time	258	1.10
5	Always	146	0.62
-7	Item legitimate skip/NA	17,863	76.29
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	52	0.22

TOTALS		23,415	100.00
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Variable Name: S1GRD0809

Record #1, Position: 1079 - 1080, Format: N2.

Variable Label: S1 B01 Grade 9th grader was in last year (2008-09)

Variable Description:

- What grade were you in last school year (2008-2009)?

7th Grade

8th Grade

9th Grade

You were in an ungraded program

Code	Value Label	Frequency	Percentage
1	7th Grade	64	0.27
2	8th Grade	20,178	86.18
3	9th Grade	1,124	4.80
4	In an ungraded program	61	0.26
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	17	0.07
TOTALS		23,415	100.00

Variable Name: S1SCH0809

Record #1, Position: 1081 - 1082, Format: N2.

Variable Label: S1 B02 Whether 9th grader attended a different school last year (2008-09)

Variable Description:

- During the last school year (2008-2009), did you attend [current school] or did you attend a different school?

[Current school]

Different school

You were homeschooled

Note: Question/response wording was customized in the survey instrument such that the respondent's current school name was displayed in place of "current school".

Code	Value Label	Frequency	Percentage
1	HS the student is currently attending	4,840	20.67
2	Different school	16,319	69.69
3	Homeschooled	190	0.81
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	95	0.41
TOTALS		23,415	100.00

Variable Name: S1MCLUB

Record #1, Position: 1083 - 1084, Format: N2.

Variable Label: S1 B04A 9th grader participated in math club since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

Code	Value Label	Frequency	Percentage
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0	No	20,406	87.15
1	Yes	670	2.86
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1MCOMPETE

Record #1, Position: 1085 - 1086, Format: N2.

Variable Label: S1 B04B 9th grader participated in math competition since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,202	86.28
1	Yes	874	3.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1MCAMP

Record #1, Position: 1087 - 1088, Format: N2.

Variable Label: S1 B04C 9th grader participated in math camp since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,953	89.49
1	Yes	123	0.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1MTUTOR

Record #1, Position: 1089 - 1090, Format: N2.

Variable Label: S1 B04D 9th grader participated in math study group/tutoring since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club  
Math competition  
Math camp  
Math study groups or a program where you were tutored in math  
Science club  
Science competition  
Science camp  
Science study groups or a program where you were tutored in science  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,939	85.15
1	Yes	1,137	4.86
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1SCLUB

Record #1, Position: 1091 - 1092, Format: N2.

Variable Label: S1 B04E 9th grader participated in science club since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club  
Math competition  
Math camp  
Math study groups or a program where you were tutored in math  
Science club  
Science competition  
Science camp  
Science study groups or a program where you were tutored in science  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,583	87.91
1	Yes	493	2.11
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1SCOMPETE

Record #1, Position: 1093 - 1094, Format: N2.

Variable Label: S1 B04F 9th grader participated in science competition since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club  
Math competition  
Math camp  
Math study groups or a program where you were tutored in math  
Science club  
Science competition  
Science camp  
Science study groups or a program where you were tutored in science  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	20,234	86.41
1	Yes	842	3.60
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1SCAMP

Record #1, Position: 1095 - 1096, Format: N2.

Variable Label: S1 B04G 9th grader participated in science camp since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,871	89.14
1	Yes	205	0.88
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1STUTOR

Record #1, Position: 1097 - 1098, Format: N2.

Variable Label: S1 B04H 9th grader participated in science study group/tutor since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

Math club

Math competition

Math camp

Math study groups or a program where you were tutored in math

Science club

Science competition

Science camp

Science study groups or a program where you were tutored in science

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,694	88.38
1	Yes	382	1.63
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1NOMSACT

Record #1, Position: 1099 - 1100, Format: N2.

Variable Label: S1 B04I 9th grader did not participate in any math/science activities listed

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following activities have you participated in?

(Check all that apply.)

- Math club
- Math competition
- Math camp
- Math study groups or a program where you were tutored in math
- Science club
- Science competition
- Science camp
- Science study groups or a program where you were tutored in science
- None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,068	13.10
1	Yes	18,008	76.91
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S1SBOOKS

Record #1, Position: 1101 - 1102, Format: N2.

Variable Label: S1 B05A How often read science books/magazines since start of 08-09 school year

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Read science books and magazines

- Never
- Rarely
- Sometimes
- Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	5,120	21.87
2	Rarely	6,906	29.49
3	Sometimes	6,612	28.24
4	Often	2,547	10.88
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	259	1.11
TOTALS		23,415	100.00

Variable Name: S1WEBINFO

Record #1, Position: 1103 - 1104, Format: N2.

Variable Label: S1 B05B How often used web for computer technology information since start 08-09

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Accessed web sites for computer technology information

- Never
- Rarely
- Sometimes
- Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	5,695	24.32
2	Rarely	5,945	25.39
3	Sometimes	6,386	27.27
4	Often	3,086	13.18
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	332	1.42
TOTALS		23,415	100.00

Variable Name: S1SMUSEUM

Record #1, Position: 1105 - 1106, Format: N2.

Variable Label: S1 B05C How often visited science museum/planetarium since start of 08-09 year

Variable Description:

- Since the beginning of the last school year (2008-2009), how often have you done the following science activities?

Visited a science museum, planetarium or environmental center

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	8,153	34.82
2	Rarely	7,971	34.04
3	Sometimes	4,285	18.30
4	Often	754	3.22
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	281	1.20
TOTALS		23,415	100.00

Variable Name: S1M8

Record #1, Position: 1107 - 1108, Format: N2.

Variable Label: S1 B06 Most advanced math course taken by 9th grader in the 8th grade

Comment: "Other adv math course, pre-calculus" recoded as "Other math course" on the public use file.

Variable Description:

- What math course did you take in the 8th grade? If you took more than one math course, please choose your most advanced or most difficult course.

Math 8

Advanced or Honors Math 8 not including Algebra

Pre-algebra

Algebra I including IA and IB

Algebra II or Trigonometry

Geometry

Integrated Math

Other advanced math course such as pre-calculus or calculus

Other math

Code	Value Label	Frequency	Percentage
1	Math 8	4,239	18.10
2	Advanced or Honors Math 8	439	1.87
3	Pre-algebra	7,576	32.36
4	Algebra I including IA and IB	6,675	28.51
5	Algebra II or Trigonometry	225	0.96
6	Geometry	756	3.23
7	Integrated Math	337	1.44
9	Other math course	910	3.89
-7	Item legitimate skip/NA	125	0.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	162	0.69
TOTALS		23,415	100.00

Variable Name: S1M8GRADE

Record #1, Position: 1109 - 1110, Format: N2.

Variable Label: S1 B07 Final grade in 9th grader's most advanced 8th grade math course

Variable Description:

- What was your final grade in this math course?

(If your school uses numerical grades only, please answer in terms of the letter equivalent. If you don't know the equivalent, assume that...

90 to 100 is an "A", 80 to 89 is a "B", 70 to 79 is a "C", 60 to 69 is a "D", and anything less than 60 is "below D")

A

B

C

D

Below D

Your class was not graded

Code	Value Label	Frequency	Percentage
1	A	7,732	33.02
2	B	7,815	33.38
3	C	3,678	15.71
4	D	1,029	4.39
5	Below D	570	2.43
6	Class was not graded	168	0.72
-7	Item legitimate skip/NA	125	0.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	327	1.40
TOTALS		23,415	100.00

Variable Name: S1S8

Record #1, Position: 1111 - 1112, Format: N2.

Variable Label: S1 B08 Most advanced science course taken by student in the 8th grade

Comment: "Principles of technology" recoded as "Other science course" on the public use file.

Variable Description:

- What science course did you take in the 8th grade? If you took more than one science course, please choose your most advanced or most difficult course.

Science 8

General Science or General Science 8

Biology

Life science

Pre-AP or pre-IB Biology

Chemistry

Earth Science

Environmental Science

Integrated Science

Principles of Technology

Physical Science

Physics

Other science course

Code	Value Label	Frequency	Percentage
1	Biology	515	2.20
2	Life science	2,070	8.84
3	Pre-AP or pre-IB Biology	130	0.56
4	Chemistry	252	1.08
5	Earth Science	3,208	13.70
6	Environmental Science	323	1.38
7	Integrated Science	280	1.20
8	General Science or General Science 8	1,735	7.41

9	Science 8	8,164	34.87
11	Physical Science	2,886	12.33
12	Physics	228	0.97
13	Other science course	1,123	4.80
-7	Item legitimate skip/NA	125	0.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	405	1.73
TOTALS		23,415	100.00

Variable Name: S1S8GRADE

Record #1, Position: 1113 - 1114, Format: N2.

Variable Label: S1 B09 Final grade in 9th grader's most advanced 8th grade science course

Variable Description:

- What was your final grade in this science course?

(If your school uses numerical grades only, please answer in terms of the letter equivalent. If you don't know the equivalent, assume that...

90 to 100 is an "A", 80 to 89 is a "B", 70 to 79 is a "C", 60 to 69 is a "D", and anything less than 60 is "below D")

A

B

C

D

Below D

Your class was not graded

Code	Value Label	Frequency	Percentage
1	A	8,465	36.15
2	B	7,382	31.53
3	C	3,489	14.90
4	D	836	3.57
5	Below D	368	1.57
6	Class was not graded	186	0.79
-7	Item legitimate skip/NA	125	0.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	593	2.53
TOTALS		23,415	100.00

Variable Name: S1MPERSON1

Record #1, Position: 1115 - 1116, Format: N2.

Variable Label: S1 C01A 9th grader sees himself/herself as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

You see yourself as a math person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,276	13.99
2	Agree	8,035	34.32
3	Disagree	6,419	27.41
4	Strongly disagree	3,617	15.45
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	97	0.41
TOTALS		23,415	100.00

Variable Name: S1MPERSON2

Record #1, Position: 1117 - 1118, Format: N2.

Variable Label: S1 C01B Others see 9th grader as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

Others see you as a math person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,911	12.43
2	Agree	8,547	36.50
3	Disagree	6,508	27.79
4	Strongly disagree	3,217	13.74
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	261	1.11
TOTALS		23,415	100.00

Variable Name: S1MUNDERST

Record #1, Position: 1119 - 1120, Format: N2.

Variable Label: S1 C02 How often 9th grader thinks he/she really understands math assignments

Variable Description:

- When you are working on a math assignment, how often do you think you really understand the assignment?

Never

Rarely

Sometimes

Often

Code	Value Label	Frequency	Percentage
1	Never	440	1.88
2	Rarely	1,679	7.17
3	Sometimes	7,447	31.80
4	Often	11,775	50.29
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	103	0.44
TOTALS		23,415	100.00

Variable Name: S1MFALL09

Record #1, Position: 1121 - 1122, Format: N2.

Variable Label: S1 C03 9th grader is taking a math course in the fall 2009 term

Variable Description:

- Are you currently taking a math course this fall?

[Were you taking a math course in the fall of 2009?]

Yes

No

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	2,113	9.02

1	Yes	19,161	81.83
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	170	0.73
TOTALS		23,415	100.00

Variable Name: S1ALG1M09

Record #1, Position: 1123 - 1124, Format: N2.

Variable Label: S1 C04A 9th grader is taking Algebra I (including IA and IB) in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	8,309	35.49
1	Yes	10,822	46.22
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1GEOM09

Record #1, Position: 1125 - 1126, Format: N2.

Variable Label: S1 C04B 9th grader is taking Geometry in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
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0	No	14,516	61.99
1	Yes	4,615	19.71
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1ALG2M09

Record #1, Position: 1127 - 1128, Format: N2.

Variable Label: S1 C04C 9th grader is taking Algebra II in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,648	75.37
1	Yes	1,483	6.33
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1TRIGM09

Record #1, Position: 1129 - 1130, Format: N2.

Variable Label: S1 C04D 9th grader is taking Trigonometry in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,035	81.29
1	Yes	96	0.41
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1REVM09

Record #1, Position: 1131 - 1132, Format: N2.

Variable Label: S1 C04E 9th grader is taking Review or Remedial Math in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,001	81.15
1	Yes	130	0.56
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1INTGM109

Record #1, Position: 1133 - 1134, Format: N2.

Variable Label: S1 C04F 9th grader is taking Integrated Math I in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	18,538	79.17
1	Yes	593	2.53
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1STATSM09

Record #1, Position: 1135 - 1136, Format: N2.

Variable Label: S1 C04G 9th grader is taking Statistics or Probability in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	19,080	81.49
1	Yes	51	0.22
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1INTGM209

Record #1, Position: 1137 - 1138, Format: N2.

Variable Label: S1 C04H 9th grader is taking Integrated Math II or above in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	18,999	81.14
1	Yes	132	0.56
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1PREALGM09

Record #1, Position: 1139 - 1140, Format: N2.

Variable Label: S1 C04I 9th grader is taking Pre-algebra in the fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,974	76.76
1	Yes	1,157	4.94
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1ANGEOM09

Record #1, Position: 1141 - 1142, Format: N2.

Variable Label: S1 C04J 9th grader is taking Analytic Geometry in the fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra  
 Analytic Geometry  
 Other advanced math course such as pre-calculus or calculus  
 Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,095	81.55
1	Yes	36	0.15
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1ADVM09

Record #1, Position: 1143 - 1144, Format: N2.

Variable Label: S1 C04K 9th grader is taking other advanced math course in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability

Integrated Math II or above

Pre-algebra

Analytic Geometry

Other advanced math course such as pre-calculus or calculus

Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,040	81.32
1	Yes	91	0.39
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1OTHM09

Record #1, Position: 1145 - 1146, Format: N2.

Variable Label: S1 C04L 9th grader is taking other math course in fall 2009 term

Variable Description:

- What math course(s) are you currently taking this fall?

[What math course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Algebra I including IA and IB

Geometry

Algebra II

Trigonometry

Review or Remedial Math including Basic, Business, Consumer, Functional or General math

Integrated Math I

Statistics or Probability  
 Integrated Math II or above  
 Pre-algebra  
 Analytic Geometry  
 Other advanced math course such as pre-calculus or calculus  
 Other math course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,112	77.35
1	Yes	1,019	4.35
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S1MENJOYS

Record #1, Position: 1147 - 1148, Format: N2.

Variable Label: S1 C05A 9th grader is taking fall 2009 math b/c he/she really enjoys math

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,631	66.76
1	Yes	3,391	14.48
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MCHALLENGE

Record #1, Position: 1149 - 1150, Format: N2.

Variable Label: S1 C05B 9th grader is taking fall 2009 math b/c he/she likes to be challenged

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

- You really enjoy math
- You like to be challenged
- You had no choice, it is a school requirement
- The school counselor suggested you take it
- Your parent(s) encouraged you to take it
- A teacher encouraged you to take it
- There were no other math courses offered
- You will need it to get into college
- You will need it to succeed in college
- You will need it for your career
- It was assigned to you
- Some other reason
- You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	15,658	66.87
1	Yes	3,364	14.37
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MHSREQ

Record #1, Position: 1151 - 1152, Format: N2.

Variable Label: S1 C05C 9th grader is taking fall 2009 math b/c it is a school requirement

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

- You really enjoy math
- You like to be challenged
- You had no choice, it is a school requirement
- The school counselor suggested you take it
- Your parent(s) encouraged you to take it
- A teacher encouraged you to take it
- There were no other math courses offered
- You will need it to get into college
- You will need it to succeed in college
- You will need it for your career
- It was assigned to you
- Some other reason
- You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	11,608	49.58
1	Yes	7,414	31.66
-7	Item legitimate skip/NA	2,113	9.02

-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MCOUNSEL

Record #1, Position: 1153 - 1154, Format: N2.

Variable Label: S1 C05D 9th grader is taking fall 2009 math b/c school counselor suggested it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	17,238	73.62
1	Yes	1,784	7.62
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MPARENT

Record #1, Position: 1155 - 1156, Format: N2.

Variable Label: S1 C05E 9th grader is taking fall 2009 math b/c parent(s) encouraged it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	16,143	68.94
1	Yes	2,879	12.30
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MTEACHER

Record #1, Position: 1157 - 1158, Format: N2.

Variable Label: S1 C05F 9th grader is taking fall 2009 math b/c teacher encouraged it

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	16,518	70.54
1	Yes	2,504	10.69
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MNOOTHR

Record #1, Position: 1159 - 1160, Format: N2.

Variable Label: S1 C05G 9th grader is taking fall 2009 math b/c no other math offered

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged



You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other math courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	18,133	77.44
1	Yes	889	3.80
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MCLGADM

Record #1, Position: 1161 - 1162, Format: N2.

Variable Label: S1 C05H 9th grader is taking fall 2009 math b/c needs it to get into college

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.))

(Check all that apply.)

You really enjoy math  
 You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other math courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	14,156	60.46
1	Yes	4,866	20.78
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MCLGSUCC

Record #1, Position: 1163 - 1164, Format: N2.

Variable Label: S1 C05I 9th grader is taking fall 2009 math b/c needs it to succeed in college

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	14,545	62.12
1	Yes	4,477	19.12
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MCAREER

Record #1, Position: 1165 - 1166, Format: N2.

Variable Label: S1 C05J 9th grader is taking fall 2009 math b/c needs it for career

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus",

"Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	15,780	67.39
1	Yes	3,242	13.85
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MASSIGNED

Record #1, Position: 1167 - 1168, Format: N2.

Variable Label: S1 C05K 9th grader is taking fall 2009 math b/c it was assigned

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other math courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	10,658	45.52
1	Yes	8,364	35.72
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MOTHEREASN

Record #1, Position: 1169 - 1170, Format: N2.

Variable Label: S1 C05L 9th grader is taking fall 2009 math for some other reason

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other math courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	17,634	75.31
1	Yes	1,388	5.93
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MNOREASON

Record #1, Position: 1171 - 1172, Format: N2.

Variable Label: S1 C05M 9th grader does not know why he/she is taking fall 2009 math course

Variable Description:

- Why are you taking [fall 2009 math course] ?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy math  
 You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other math courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math course" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math course", "a math course".

Code	Value Label	Frequency	Percentage
0	No	18,350	78.37
1	Yes	672	2.87
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1MENJOYING

Record #1, Position: 1173 - 1174, Format: N2.

Variable Label: S1 C06A 9th grader is enjoying fall 2009 math course very much

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are enjoying this class very much

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,362	14.36
2	Agree	9,321	39.81
3	Disagree	4,855	20.73
4	Strongly disagree	1,542	6.59
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	251	1.07
TOTALS		23,415	100.00

Variable Name: S1MWASTE

Record #1, Position: 1175 - 1176, Format: N2.

Variable Label: S1 C06B 9th grader thinks fall 2009 math course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You think this class is a waste of your time

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	875	3.74
2	Agree	1,994	8.52
3	Disagree	9,391	40.11
4	Strongly disagree	6,770	28.91
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: S1MBORING

Record #1, Position: 1177 - 1178, Format: N2.

Variable Label: S1 C06C 9th grader thinks fall 2009 math course is boring

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You think this class is boring

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,155	9.20
2	Agree	5,521	23.58
3	Disagree	8,111	34.64
4	Strongly disagree	3,234	13.81
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	310	1.32
TOTALS		23,415	100.00

Variable Name: S1MUSELIFE

Record #1, Position: 1179 - 1180, Format: N2.

Variable Label: S1 C07A 9th grader thinks fall 2009 math course is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

is useful for everyday life.

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,293	18.33
2	Agree	9,071	38.74
3	Disagree	4,455	19.03
4	Strongly disagree	1,108	4.73
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	404	1.73
TOTALS		23,415	100.00

Variable Name: S1MUSECLG

Record #1, Position: 1181 - 1182, Format: N2.

Variable Label: S1 C07B 9th grader thinks fall 2009 math course will be useful for college

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

will be useful for college.

Strongly agree  
 Agree  
 Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	9,101	38.87
2	Agree	8,925	38.12
3	Disagree	655	2.80
4	Strongly disagree	250	1.07
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: S1MUSEJOB

Record #1, Position: 1183 - 1184, Format: N2.

Variable Label: S1 C07C 9th grader thinks fall 2009 math course is useful for future career

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 math] course? What students learn in this course...

will be useful for a future career.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,632	28.32
2	Agree	9,087	38.81
3	Disagree	2,408	10.28
4	Strongly disagree	737	3.15
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	467	1.99
TOTALS		23,415	100.00

Variable Name: S1MTESTS

Record #1, Position: 1185 - 1186, Format: N2.

Variable Label: S1 C08A 9th grader confident can do excellent job on fall 2009 math tests

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are confident that you can do an excellent job on tests in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or

Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,571	19.52
2	Agree	10,152	43.36
3	Disagree	3,644	15.56
4	Strongly disagree	682	2.91
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	282	1.20
TOTALS		23,415	100.00

Variable Name: S1MTEXTBOOK

Record #1, Position: 1187 - 1188, Format: N2.

Variable Label: S1 C08B 9th grader certain can understand fall 2009 math textbook

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are certain that you can understand the most difficult material presented in the textbook used in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,122	13.33
2	Agree	8,821	37.67
3	Disagree	5,745	24.54
4	Strongly disagree	1,318	5.63
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	325	1.39
TOTALS		23,415	100.00

Variable Name: S1MSKILLS

Record #1, Position: 1189 - 1190, Format: N2.

Variable Label: S1 C08C 9th grader certain can master skills in fall 2009 math course

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are certain that you can master the skills being taught in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

Code	Value Label	Frequency	Percentage
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1	Strongly agree	4,274	18.25
2	Agree	10,707	45.73
3	Disagree	3,387	14.47
4	Strongly disagree	608	2.60
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	355	1.52
TOTALS		23,415	100.00

Variable Name: S1MASSEXCL

Record #1, Position: 1191 - 1192, Format: N2.

Variable Label: S1 C08D 9th grader confident can do excellent job on fall 2009 math assignments

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 math] course?

You are confident that you can do an excellent job on assignments in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific math type indicated by each respondent was displayed in place of "fall 2009 math course"; if the respondent indicated taking more than one math course during fall 2009, then "fall 2009 math" was filled in the following order of precedence, as applicable: "an advanced math course such as pre-calculus or calculus", "Statistics or Probability", "Algebra II", "Trigonometry", "Analytic Geometry", "Geometry", "Algebra I", "Integrated Math II or above", "Integrated Math I", "Pre-algebra", "Review or Remedial Math", "this math", "a math".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,032	21.49
2	Agree	10,713	45.75
3	Disagree	2,629	11.23
4	Strongly disagree	552	2.36
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	405	1.73
TOTALS		23,415	100.00

Variable Name: S1MTCHVALUES

Record #1, Position: 1193 - 1194, Format: N2.

Variable Label: S1 C11A 9th grader's fall 2009 math teacher values/listens to students' ideas

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...

values and listens to students' ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,818	24.85
2	Agree	10,416	44.48
3	Disagree	2,119	9.05
4	Strongly disagree	620	2.65
-7	Item legitimate skip/NA	2,113	9.02

-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	358	1.53
TOTALS		23,415	100.00

Variable Name: S1MTCHRESPCT

Record #1, Position: 1195 - 1196, Format: N2.

Variable Label: S1 C11B 9th grader's fall 2009 math teacher treats students with respect

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...  
treats students with respect.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,052	30.12
2	Agree	10,282	43.91
3	Disagree	1,273	5.44
4	Strongly disagree	357	1.52
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	367	1.57
TOTALS		23,415	100.00

Variable Name: S1MTCHFAIR

Record #1, Position: 1197 - 1198, Format: N2.

Variable Label: S1 C11C 9th grader's fall 2009 math teacher treats every student fairly

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...  
treats every student fairly.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,757	28.86
2	Agree	9,498	40.56
3	Disagree	2,078	8.87
4	Strongly disagree	558	2.38
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	440	1.88
TOTALS		23,415	100.00

Variable Name: S1MTCHCONF

Record #1, Position: 1199 - 1200, Format: N2.

Variable Label: S1 C11D 9th grader's fall 2009 math teacher thinks all student can be successful

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... thinks every student can be successful.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	7,961	34.00
2	Agree	9,481	40.49
3	Disagree	1,187	5.07
4	Strongly disagree	276	1.18
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	426	1.82
TOTALS		23,415	100.00

Variable Name: S1MTCHMISTKE

Record #1, Position: 1201 - 1202, Format: N2.

Variable Label: S1 C11E 9th grader's fall 2009 math teacher thinks mistakes OK if students learn

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... thinks mistakes are okay as long as all students learn.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	6,517	27.83
2	Agree	10,212	43.61
3	Disagree	1,727	7.38
4	Strongly disagree	477	2.04
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	398	1.70
TOTALS		23,415	100.00

Variable Name: S1MTCHTREAT

Record #1, Position: 1203 - 1204, Format: N2.

Variable Label: S1 C11F 9th grader's fall 2009 math teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... treats some kids better than other kids.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,274	5.44
2	Agree	3,304	14.11
3	Disagree	8,620	36.81
4	Strongly disagree	5,763	24.61
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	370	1.58
TOTALS		23,415	100.00

Variable Name: S1MTCHINTRST

Record #1, Position: 1205 - 1206, Format: N2.

Variable Label: S1 C11G 9th grader's fall 2009 math teacher makes math interesting

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... makes math interesting.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	4,402	18.80
2	Agree	7,519	32.11
3	Disagree	4,811	20.55
4	Strongly disagree	2,204	9.41
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	395	1.69
TOTALS		23,415	100.00

Variable Name: S1MTCHMFDIFF

Record #1, Position: 1207 - 1208, Format: N2.

Variable Label: S1 C11H 9th grader's fall 2009 math teacher treats males/females differently

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... treats males and females differently.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	665	2.84
2	Agree	1,543	6.59
3	Disagree	8,700	37.16
4	Strongly disagree	7,938	33.90

-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	485	2.07
TOTALS		23,415	100.00

Variable Name: S1MTCHEASY

Record #1, Position: 1209 - 1210, Format: N2.

Variable Label: S1 C11I 9th grader's fall 2009 math teacher makes math easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about [your math teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher... makes math easy to understand.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's math teacher (if available) was displayed in place of "your math teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,858	20.75
2	Agree	9,172	39.17
3	Disagree	3,298	14.08
4	Strongly disagree	1,611	6.88
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	392	1.67
TOTALS		23,415	100.00

Variable Name: S1SPERSON1

Record #1, Position: 1211 - 1212, Format: N2.

Variable Label: S1 D01A 9th grader sees himself/herself as a science person

Variable Description:

- How much do you agree or disagree with the following statements?

You see yourself as a science person

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,148	9.17
2	Agree	7,057	30.14
3	Disagree	8,038	34.33
4	Strongly disagree	4,087	17.45
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: S1SPERSON2

Record #1, Position: 1213 - 1214, Format: N2.

Variable Label: S1 D01B Others see 9th grader as a science person

Variable Description:

- How much do you agree or disagree with the following statements?

Others see you as a science person

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,522	6.50
2	Agree	6,665	28.46
3	Disagree	8,834	37.73
4	Strongly disagree	4,117	17.58
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	306	1.31
TOTALS		23,415	100.00

Variable Name: S1SUNDERST

Record #1, Position: 1215 - 1216, Format: N2.

Variable Label: S1 D02 How often 9th grader thinks he/she really understands science assignments

Variable Description:

- When you are working on a science assignment, how often do you think you really understand the assignment?

Never  
 Rarely  
 Sometimes  
 Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	603	2.58
2	Rarely	2,194	9.37
3	Sometimes	8,818	37.66
4	Often	9,718	41.50
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	111	0.47
TOTALS		23,415	100.00

Variable Name: S1SFALL09

Record #1, Position: 1217 - 1218, Format: N2.

Variable Label: S1 D03 9th grader is taking a science course in the fall 2009 term

Variable Description:

- Are you currently taking a science course this fall?

[Were you taking a science course in the fall of 2009?]

Yes  
 No

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,610	15.42
1	Yes	17,666	75.45
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	168	0.72
TOTALS		23,415	100.00

Variable Name: S1BIO1S09

Record #1, Position: 1219 - 1220, Format: N2.

Variable Label: S1 D04A 9th grader is taking Biology I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?  
[What science course(s) were you taking in the fall (2009)?]  
(Check all that apply.)

Biology I  
Earth Science  
Physical Science  
Environmental Science  
Physics I  
Integrated Science I  
Chemistry I  
Integrated Science II or above  
Anatomy or Physiology  
Advanced Biology such as Biology II, AP, or IB  
Advanced Chemistry such as Chemistry II, AP, or IB  
General Science  
Principles of Technology  
Life Science  
Advanced Physics such as Physics II, AP or IB  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	10,199	43.56
1	Yes	7,428	31.72
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1EARTHS09

Record #1, Position: 1221 - 1222, Format: N2.

Variable Label: S1 D04B 9th grader is taking Earth Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?  
[What science course(s) were you taking in the fall (2009)?]  
(Check all that apply.)

Biology I  
Earth Science  
Physical Science  
Environmental Science  
Physics I  
Integrated Science I  
Chemistry I  
Integrated Science II or above  
Anatomy or Physiology  
Advanced Biology such as Biology II, AP, or IB  
Advanced Chemistry such as Chemistry II, AP, or IB  
General Science  
Principles of Technology  
Life Science  
Advanced Physics such as Physics II, AP or IB  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,108	64.52
1	Yes	2,519	10.76
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1PHYSS09

Record #1, Position: 1223 - 1224, Format: N2.

Variable Label: S1 D04C 9th grader is taking Physical Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,353	57.03
1	Yes	4,274	18.25
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1ENVS09

Record #1, Position: 1225 - 1226, Format: N2.

Variable Label: S1 D04D 9th grader is taking Environmental Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I



Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,975	72.50
1	Yes	652	2.78
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1PHYSIC1S09

Record #1, Position: 1227 - 1228, Format: N2.

Variable Label: S1 D04E 9th grader is taking Physics I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science  
 Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,016	72.67
1	Yes	611	2.61
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1INTGS1S09

Record #1, Position: 1229 - 1230, Format: N2.

Variable Label: S1 D04F 9th grader is taking Integrated Science I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	16,829	71.87
1	Yes	798	3.41
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1CHEM1S09

Record #1, Position: 1231 - 1232, Format: N2.

Variable Label: S1 D04G 9th grader is taking Chemistry I in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,129	73.15
1	Yes	498	2.13
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1INTGS2S09

Record #1, Position: 1233 - 1234, Format: N2.

Variable Label: S1 D04H 9th grader is taking Integrated Science II or above in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science  
 Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,588	75.11
1	Yes	39	0.17
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1ANATOMYS09

Record #1, Position: 1235 - 1236, Format: N2.

Variable Label: S1 D04I 9th grader is taking Anatomy or Physiology in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?  
[What science course(s) were you taking in the fall (2009)?]  
(Check all that apply.)

Biology I  
Earth Science  
Physical Science  
Environmental Science  
Physics I  
Integrated Science I  
Chemistry I  
Integrated Science II or above  
Anatomy or Physiology  
Advanced Biology such as Biology II, AP, or IB  
Advanced Chemistry such as Chemistry II, AP, or IB  
General Science  
Principles of Technology  
Life Science  
Advanced Physics such as Physics II, AP or IB  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1ADVBIOS09

Record #1, Position: 1237 - 1238, Format: N2.

Variable Label: S1 D04J 9th grader is taking Advanced Biology in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?  
[What science course(s) were you taking in the fall (2009)?]  
(Check all that apply.)

Biology I  
Earth Science  
Physical Science  
Environmental Science  
Physics I  
Integrated Science I  
Chemistry I  
Integrated Science II or above  
Anatomy or Physiology  
Advanced Biology such as Biology II, AP, or IB  
Advanced Chemistry such as Chemistry II, AP, or IB  
General Science  
Principles of Technology  
Life Science  
Advanced Physics such as Physics II, AP or IB  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,249	73.67

1	Yes	378	1.61
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1ADVCHEMS09

Record #1, Position: 1239 - 1240, Format: N2.

Variable Label: S1 D04K 9th grader is taking Advanced Chemistry in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1GENS09

Record #1, Position: 1241 - 1242, Format: N2.

Variable Label: S1 D04L 9th grader is taking General Science in fall 2009 term

Variable Description:

- [What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,266	73.74
1	Yes	361	1.54
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1TECHS09

Record #1, Position: 1243 - 1244, Format: N2.

Variable Label: S1 D04M 9th grader is taking Principles of Technology in fall 2009 term

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science  
 Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1LIFES09

Record #1, Position: 1245 - 1246, Format: N2.

Variable Label: S1 D04N 9th grader is taking Life Science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science

Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,303	73.90
1	Yes	324	1.38
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1ADVPHYC09

Record #1, Position: 1247 - 1248, Format: N2.

Variable Label: S1 D04O 9th grader is taking Advanced Physics in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science  
 Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,592	75.13

1	Yes	35	0.15
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S10THENVS09

Record #1, Position: 1249 - 1250, Format: N2.

Variable Label: S1 D04P 9th grader is taking other earth/environmental science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	17,530	74.87
1	Yes	97	0.41
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S10THBIOS09

Record #1, Position: 1251 - 1252, Format: N2.

Variable Label: S1 D04Q 9th grader is taking other biological science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology



Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,573	75.05
1	Yes	54	0.23
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S10THPHYS09

Record #1, Position: 1253 - 1254, Format: N2.

Variable Label: S1 D04R 9th grader is taking other physical science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I  
 Earth Science  
 Physical Science  
 Environmental Science  
 Physics I  
 Integrated Science I  
 Chemistry I  
 Integrated Science II or above  
 Anatomy or Physiology  
 Advanced Biology such as Biology II, AP, or IB  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 General Science  
 Principles of Technology  
 Life Science  
 Advanced Physics such as Physics II, AP or IB  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,579	75.08
1	Yes	48	0.20
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S10THS09

Record #1, Position: 1255 - 1256, Format: N2.

Variable Label: S1 D04S 9th grader is taking other science in fall 2009 term

Variable Description:

- What science course(s) are you currently taking this fall?

[What science course(s) were you taking in the fall (2009)?]

(Check all that apply.)

Biology I

Earth Science

Physical Science

Environmental Science

Physics I

Integrated Science I

Chemistry I

Integrated Science II or above

Anatomy or Physiology

Advanced Biology such as Biology II, AP, or IB

Advanced Chemistry such as Chemistry II, AP, or IB

General Science

Principles of Technology

Life Science

Advanced Physics such as Physics II, AP or IB

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other science course

Note: For interviews conducted prior to late-December 2009, this question appeared in the un-bracketed form above; for interviews conducted late-December 2009 or later, this question was displayed using the bracketed text above.

Code	Value Label	Frequency	Percentage
0	No	16,643	71.08
1	Yes	984	4.20
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: S1SENJOYS

Record #1, Position: 1257 - 1258, Format: N2.

Variable Label: S1 D05A 9th grader is taking fall 2009 science b/c he/she really enjoys science

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced

Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,508	61.96
1	Yes	3,027	12.93
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SCHALLENGE

Record #1, Position: 1259 - 1260, Format: N2.

Variable Label: S1 D05B 9th grader is taking fall 2009 science b/c he/she likes to be challenged

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,154	64.72
1	Yes	2,381	10.17
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SHSREQ

Record #1, Position: 1261 - 1262, Format: N2.

Variable Label: S1 D05C 9th grader is taking fall 2009 science b/c it is a school requirement

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other science courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	9,926	42.39
1	Yes	7,609	32.50
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SCOUNSEL

Record #1, Position: 1263 - 1264, Format: N2.

Variable Label: S1 D05D 9th grader is taking fall 2009 science b/c school counselor suggested it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science  
 You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other science courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16,157	69.00
1	Yes	1,378	5.89

-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SPARENT

Record #1, Position: 1265 - 1266, Format: N2.

Variable Label: S1 D05E 9th grader is taking fall 2009 science b/c parent(s) encouraged it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,593	66.59
1	Yes	1,942	8.29
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1STEACHER

Record #1, Position: 1267 - 1268, Format: N2.

Variable Label: S1 D05F 9th grader is taking fall 2009 science b/c teacher encouraged it

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16,075	68.65
1	Yes	1,460	6.24
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SNOOTHR

Record #1, Position: 1269 - 1270, Format: N2.

Variable Label: S1 D05G 9th grader is taking fall 2009 science b/c no other science offered

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science  
 You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other science courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16,326	69.72
1	Yes	1,209	5.16
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SCLGADM

Record #1, Position: 1271 - 1272, Format: N2.

Variable Label: S1 D05H 9th grader is taking fall 2009 science b/c needs it to get into college

## Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	13,847	59.14
1	Yes	3,688	15.75
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SCLGSUCC

Record #1, Position: 1273 - 1274, Format: N2.

Variable Label: S1 D05I 9th grader is taking fall 09 science b/c needs it to succeed in college

## Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	14,377	61.40
1	Yes	3,158	13.49
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SCAREER

Record #1, Position: 1275 - 1276, Format: N2.

Variable Label: S1 D05J 9th grader is taking fall 2009 science b/c needs it for career

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	15,247	65.12
1	Yes	2,288	9.77
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SASSIGNED

Record #1, Position: 1277 - 1278, Format: N2.

Variable Label: S1 D05K 9th grader is taking fall 2009 science b/c it was assigned

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it



Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other science courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	9,737	41.58
1	Yes	7,798	33.30
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SOTHREASN

Record #1, Position: 1279 - 1280, Format: N2.

Variable Label: S1 D05L 9th grader is taking fall 2009 science for some other reason

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science  
 You like to be challenged  
 You had no choice, it is a school requirement  
 The school counselor suggested you take it  
 Your parent(s) encouraged you to take it  
 A teacher encouraged you to take it  
 There were no other science courses offered  
 You will need it to get into college  
 You will need it to succeed in college  
 You will need it for your career  
 It was assigned to you  
 Some other reason  
 You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16,537	70.63
1	Yes	998	4.26
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SNOREASON

Record #1, Position: 1281 - 1282, Format: N2.

Variable Label: S1 D05M 9th grader does not know why he/she is taking fall 2009 science course

Variable Description:

- Why are you taking [fall 2009 science course]?

[If late December or later add:

(If you are no longer taking this course, think back to the fall when you answer this question and the questions that follow.)]

(Check all that apply.)

You really enjoy science

You like to be challenged

You had no choice, it is a school requirement

The school counselor suggested you take it

Your parent(s) encouraged you to take it

A teacher encouraged you to take it

There were no other science courses offered

You will need it to get into college

You will need it to succeed in college

You will need it for your career

It was assigned to you

Some other reason

You don't know why you are taking this course

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science course" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
0	No	16,800	71.75
1	Yes	735	3.14
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: S1SENJOYING

Record #1, Position: 1283 - 1284, Format: N2.

Variable Label: S1 D06A 9th grader is enjoying fall 2009 science course very much

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are enjoying this class very much

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,194	13.64

2	Agree	8,762	37.42
3	Disagree	4,310	18.41
4	Strongly disagree	1,291	5.51
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	277	1.18
TOTALS		23,415	100.00

Variable Name: S1SWASTE

Record #1, Position: 1285 - 1286, Format: N2.

Variable Label: S1 D06B 9th grader thinks fall 2009 science course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You think this class is a waste of your time

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	790	3.37
2	Agree	2,188	9.34
3	Disagree	8,973	38.32
4	Strongly disagree	5,562	23.75
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	321	1.37
TOTALS		23,415	100.00

Variable Name: S1SBORING

Record #1, Position: 1287 - 1288, Format: N2.

Variable Label: S1 D06C 9th grader thinks fall 2009 science course is boring

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You think this class is boring

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,849	7.90
2	Agree	4,609	19.68

3	Disagree	7,766	33.17
4	Strongly disagree	3,283	14.02
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	327	1.40
TOTALS		23,415	100.00

Variable Name: S1SUSELIFE

Record #1, Position: 1289 - 1290, Format: N2.

Variable Label: S1 D07A 9th grader thinks fall 2009 science course is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

is useful for everyday life.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,109	9.01
2	Agree	8,214	35.08
3	Disagree	5,972	25.51
4	Strongly disagree	1,122	4.79
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	417	1.78
TOTALS		23,415	100.00

Variable Name: S1SUSECLG

Record #1, Position: 1291 - 1292, Format: N2.

Variable Label: S1 D07B 9th grader thinks fall 2009 science course will be useful for college

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

will be useful for college.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,778	24.68
2	Agree	10,037	42.87

3	Disagree	1,246	5.32
4	Strongly disagree	347	1.48
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	426	1.82
TOTALS		23,415	100.00

Variable Name: S1SUSEJOB

Record #1, Position: 1293 - 1294, Format: N2.

Variable Label: S1 D07C 9th grader thinks fall 2009 science course is useful for future career

Variable Description:

- How much do you agree or disagree with the following statements about the usefulness of your [fall 2009 science] course? What students learn in this course...

will be useful for a future career.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,097	17.50
2	Agree	8,156	34.83
3	Disagree	4,009	17.12
4	Strongly disagree	1,096	4.68
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	476	2.03
TOTALS		23,415	100.00

Variable Name: S1STESTS

Record #1, Position: 1295 - 1296, Format: N2.

Variable Label: S1 D08A 9th grader confident can do excellent job on fall 2009 science tests

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are confident that you can do an excellent job on tests in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,170	13.54
2	Agree	9,564	40.85

3	Disagree	4,126	17.62
4	Strongly disagree	665	2.84
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S1STEXTBOOK

Record #1, Position: 1297 - 1298, Format: N2.

Variable Label: S1 D08B 9th grader certain can understand fall 2009 science textbook

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are certain you can understand the most difficult material presented in the textbook used in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,215	9.46
2	Agree	8,070	34.47
3	Disagree	6,026	25.74
4	Strongly disagree	1,186	5.07
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	337	1.44
TOTALS		23,415	100.00

Variable Name: S1SSKILLS

Record #1, Position: 1299 - 1300, Format: N2.

Variable Label: S1 D08C 9th grader certain can master skills in fall 2009 science course

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are certain you can master the skills being taught in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,995	12.79
2	Agree	9,872	42.16
3	Disagree	4,003	17.10

4	Strongly disagree	592	2.53
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	372	1.59
TOTALS		23,415	100.00

Variable Name: S1SASSEXCL

Record #1, Position: 1301 - 1302, Format: N2.

Variable Label: S1 D08D 9th grader confident can do excellent job on fall 09 science assignments

Variable Description:

- How much do you agree or disagree with the following statements about your [fall 2009 science] course?

You are confident that you can do an excellent job on assignments in this course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized such that the specific science type indicated by each respondent was displayed in place of "fall 2009 science course"; if the respondent indicated taking more than one science course during fall 2009, then "fall 2009 science" was filled in the following order of precedence, as applicable: "Advanced Physics", "Advanced Chemistry", "Advanced Biology", "Anatomy or Physiology", "Environmental Science", "Integrated Science II or above", "Integrated Science I", "Principles of Technology", "Physics I", "Chemistry I", "Biology I", "a biological sciences course", "Earth Science", "an earth or environmental science course", "Life Science", "Physical Science", "a physical science course", "General Science", "this science course", "a science course".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,759	16.05
2	Agree	10,364	44.26
3	Disagree	2,792	11.92
4	Strongly disagree	498	2.13
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	421	1.80
TOTALS		23,415	100.00

Variable Name: S1STCHVALUES

Record #1, Position: 1303 - 1304, Format: N2.

Variable Label: S1 D11A 9th grader's fall 2009 science teacher values/listens to students' ideas

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

values and listens to students' ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,361	22.90
2	Agree	9,698	41.42
3	Disagree	1,935	8.26
4	Strongly disagree	509	2.17
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	331	1.41
TOTALS		23,415	100.00

Variable Name: S1STCHRESPCT

Record #1, Position: 1305 - 1306, Format: N2.

Variable Label: S1 D11B 9th grader's fall 2009 science teacher treats students with respect

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...  
treats students with respect.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,355	27.14
2	Agree	9,532	40.71
3	Disagree	1,227	5.24
4	Strongly disagree	355	1.52
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	365	1.56
TOTALS		23,415	100.00

Variable Name: S1STCHFAR

Record #1, Position: 1307 - 1308, Format: N2.

Variable Label: S1 D11C 9th grader's fall 2009 science teacher treats every student fairly

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...  
treats every student fairly.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,041	25.80
2	Agree	8,816	37.65
3	Disagree	2,077	8.87
4	Strongly disagree	490	2.09
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	410	1.75
TOTALS		23,415	100.00

Variable Name: S1STCHCONF

Record #1, Position: 1309 - 1310, Format: N2.

Variable Label: S1 D11D 9th grader's fall 09 science teacher think all student can be successful

Variable Description:



- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... thinks every student can be successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,833	29.18
2	Agree	9,038	38.60
3	Disagree	1,248	5.33
4	Strongly disagree	278	1.19
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	437	1.87
TOTALS		23,415	100.00

Variable Name: S1STCHMISTKE

Record #1, Position: 1311 - 1312, Format: N2.

Variable Label: S1 D11E 9th grader's fall 09 science teacher think mistakes OK if students learn

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... thinks mistakes are okay as long as all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,094	21.76
2	Agree	9,745	41.62
3	Disagree	2,069	8.84
4	Strongly disagree	487	2.08
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	439	1.87
TOTALS		23,415	100.00

Variable Name: S1STCHTREAT

Record #1, Position: 1313 - 1314, Format: N2.

Variable Label: S1 D11F 9th grader's fall 09 science teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... treats some kids better than other kids.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,207	5.15
2	Agree	3,290	14.05
3	Disagree	7,980	34.08
4	Strongly disagree	4,991	21.32
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	366	1.56
TOTALS		23,415	100.00

Variable Name: S1STCHINTRST

Record #1, Position: 1315 - 1316, Format: N2.

Variable Label: S1 D11G 9th grader's fall 2009 science teacher makes science interesting

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... makes science interesting.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	4,972	21.23
2	Agree	7,296	31.16
3	Disagree	3,500	14.95
4	Strongly disagree	1,678	7.17
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	388	1.66
TOTALS		23,415	100.00

Variable Name: S1STCHMFDIFF

Record #1, Position: 1317 - 1318, Format: N2.

Variable Label: S1 D11H 9th grader's fall 2009 science teacher treats males/females differently

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... treats males and females differently.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	641	2.74
2	Agree	1,537	6.56
3	Disagree	8,225	35.13
4	Strongly disagree	6,954	29.70

-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	477	2.04
TOTALS		23,415	100.00

Variable Name: S1STCHEASY

Record #1, Position: 1319 - 1320, Format: N2.

Variable Label: S1 D11I 9th grader's fall 2009 science teacher makes science easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about [your science teacher]? Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher... makes science easy to understand.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the respondent's science teacher (if available) was displayed in place of "your science teacher".

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,915	16.72
2	Agree	8,527	36.42
3	Disagree	3,554	15.18
4	Strongly disagree	1,461	6.24
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	377	1.61
TOTALS		23,415	100.00

Variable Name: S1SAFE

Record #1, Position: 1321 - 1322, Format: N2.

Variable Label: S1 E01A 9th grader feels safe at school

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

You feel safe at this school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,318	31.25
2	Agree	11,966	51.10
3	Disagree	1,441	6.15
4	Strongly disagree	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	317	1.35
TOTALS		23,415	100.00

Variable Name: S1PROUD

Record #1, Position: 1323 - 1324, Format: N2.

Variable Label: S1 E01B 9th grader is proud to be part of his/her school

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

You feel proud being part of this school

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	7,379	31.51
2	Agree	10,688	45.65
3	Disagree	2,196	9.38
4	Strongly disagree	750	3.20
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	431	1.84
TOTALS		23,415	100.00

Variable Name: S1TALKPROB

Record #1, Position: 1325 - 1326, Format: N2.

Variable Label: S1 E01C 9th grader has teacher/adult in school he/she can talk to about problems

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

There are always teachers or other adults in your school that you can talk to if you have a problem

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	6,495	27.74
2	Agree	10,650	45.48
3	Disagree	3,016	12.88
4	Strongly disagree	867	3.70
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	416	1.78
TOTALS		23,415	100.00

Variable Name: S1SCHWASTE

Record #1, Position: 1327 - 1328, Format: N2.

Variable Label: S1 E01D 9th grader feels that school is often a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

School is often a waste of time

Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	898	3.84
2	Agree	2,684	11.46
3	Disagree	10,698	45.69
4	Strongly disagree	6,721	28.70
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	443	1.89
TOTALS		23,415	100.00

Variable Name: S1GOODGRADES

Record #1, Position: 1329 - 1330, Format: N2.

Variable Label: S1 E01E Getting good grades is important to 9th grader

Variable Description:

- How much do you agree or disagree with the following statements about your current school?

Getting good grades in school is important to you

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	12,486	53.32
2	Agree	7,715	32.95
3	Disagree	657	2.81
4	Strongly disagree	204	0.87
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	382	1.63
TOTALS		23,415	100.00

Variable Name: S1NOHWDN

Record #1, Position: 1331 - 1332, Format: N2.

Variable Label: S1 E02A How often 9th grader goes to class without their homework done

Variable Description:

- How often do you...

go to class without your homework done?

Never

Rarely

Sometimes

Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	4,177	17.84
2	Rarely	9,122	38.96
3	Sometimes	5,455	23.30
4	Often	2,365	10.10
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	325	1.39
TOTALS		23,415	100.00

Variable Name: S1NOPAPER

Record #1, Position: 1333 - 1334, Format: N2.

Variable Label: S1 E02B How often 9th grader goes to class without pencil or paper

Variable Description:

- How often do you...

go to class without pencil or paper?

Never

Rarely

Sometimes

Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	10,189	43.51
2	Rarely	6,644	28.37
3	Sometimes	2,575	11.00

4	Often	1,660	7.09
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	376	1.61
TOTALS		23,415	100.00

Variable Name: S1NOBOOKS

Record #1, Position: 1335 - 1336, Format: N2.

Variable Label: S1 E02C How often 9th grader goes to class without books

Variable Description:

- How often do you...  
go to class without books?

Never  
Rarely  
Sometimes  
Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	11,545	49.31
2	Rarely	6,913	29.52
3	Sometimes	1,764	7.53
4	Often	821	3.51
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	401	1.71
TOTALS		23,415	100.00

Variable Name: S1LATE

Record #1, Position: 1337 - 1338, Format: N2.

Variable Label: S1 E02D How often 9th grader goes to class late

Variable Description:

- How often do you...  
go to class late?

Never  
Rarely  
Sometimes  
Often

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	9,650	41.21
2	Rarely	8,316	35.52
3	Sometimes	2,505	10.70
4	Often	573	2.45
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: S1FAVSUBJ

Record #1, Position: 1339 - 1340, Format: N2.

Variable Label: S1 E03 9th grader's favorite school subject

Variable Description:

- Not including lunch or study periods, what is your favorite school subject?

English  
Foreign Language  
Science  
Art  
Music  
Mathematics

Physical Education or Gym  
 Religion  
 Health Education  
 Computer Education or Computer Science  
 Social Studies, History, Government, or Civics  
 Career preparation class such as health professions, business, or culinary arts  
 Other

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	English	1,764	7.53
2	Foreign language	1,100	4.70
3	Science	2,091	8.93
4	Art	1,932	8.25
5	Music	1,810	7.73
6	Mathematics	3,226	13.78
7	Physical education or gym	3,921	16.75
8	Religion	201	0.86
9	Health education	487	2.08
10	Computer education or computer science	504	2.15
11	Social studies, hist, government, civics	1,862	7.95
12	Career prep (health care, business, etc)	435	1.86
13	Other	1,761	7.52
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	350	1.49
TOTALS		23,415	100.00

Variable Name: S1LEASTSUBJ

Record #1, Position: 1341 - 1342, Format: N2.

Variable Label: S1 E04 9th grader's least favorite school subject

Variable Description:

- Not including lunch or study periods, what is your least favorite school subject?

English  
 Foreign Language  
 Science  
 Art  
 Music  
 Mathematics  
 Physical Education or Gym  
 Religion  
 Health Education  
 Computer Education or Computer Science  
 Social Studies, History, Government, or Civics  
 Career preparation class such as health professions, business, or culinary arts  
 Other

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	English	3,723	15.90
2	Foreign language	1,693	7.23
3	Science	3,395	14.50
4	Art	576	2.46
5	Music	315	1.35
6	Mathematics	4,955	21.16
7	Physical education or gym	1,012	4.32

8	Religion	514	2.20
9	Health education	567	2.42
10	Computer education or computer science	524	2.24
11	Social studies, hist, government, civics	2,493	10.65
12	Career prep (health care, business, etc)	145	0.62
13	Other	1,013	4.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	519	2.22
TOTALS		23,415	100.00

Variable Name: S1PAYOFF

Record #1, Position: 1343 - 1344, Format: N2.

Variable Label: S1 E05A 9th grader thinks studying in school rarely pays off later with good job

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in school rarely pays off later with good jobs

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,824	7.79
2	Agree	3,280	14.01
3	Disagree	8,681	37.07
4	Strongly disagree	7,233	30.89
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	426	1.82
TOTALS		23,415	100.00

Variable Name: S1GETINTOCLG

Record #1, Position: 1345 - 1346, Format: N2.

Variable Label: S1 E05B 9th grader thinks even if he/she studies he/she won't get into college

Variable Description:

- How much do you agree or disagree with the following statements?

Even if you study, you will not be able to get into college

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	391	1.67
2	Agree	1,481	6.33
3	Disagree	10,523	44.94
4	Strongly disagree	8,586	36.67
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	463	1.98
TOTALS		23,415	100.00

Variable Name: S1AFFORD

Record #1, Position: 1347 - 1348, Format: N2.

Variable Label: S1 E05C 9th grader thinks even if he/she studies family can't afford college

Variable Description:



- How much do you agree or disagree with the following statements?  
 Even if you study, your family cannot afford to pay for you to attend college  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	956	4.08
2	Agree	3,974	16.97
3	Disagree	10,641	45.45
4	Strongly disagree	5,339	22.80
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	534	2.28
TOTALS		23,415	100.00

Variable Name: S1WORKING

Record #1, Position: 1349 - 1350, Format: N2.

Variable Label: S1 E05D 9th grader thinks working is more important for him/her than college

Variable Description:

- How much do you agree or disagree with the following statements?  
 Working is more important for you than attending college  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	765	3.27
2	Agree	2,068	8.83
3	Disagree	10,715	45.76
4	Strongly disagree	7,298	31.17
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	598	2.55
TOTALS		23,415	100.00

Variable Name: S1MOMTALKM

Record #1, Position: 1351 - 1352, Format: N2.

Variable Label: S1 E06A 9th grader talked to mother about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?  
 (Check all that apply.)  
 Your mother or female guardian  
 Your father or male guardian  
 Your friends  
 A favorite teacher  
 A school counselor  
 None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,278	39.62
1	Yes	11,378	48.59
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	439	1.87
TOTALS		23,415	100.00

Variable Name: S1DADTALKM

Record #1, Position: 1353 - 1354, Format: N2.

Variable Label: S1 E06B 9th grader talked to father about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	11,625	49.65
1	Yes	7,697	32.87
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	406	1.73
TOTALS		23,415	100.00

Variable Name: S1FRNDTALKM

Record #1, Position: 1355 - 1356, Format: N2.

Variable Label: S1 E06C 9th grader talked to friends about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	14,113	60.27
1	Yes	6,881	29.39
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	450	1.92
TOTALS		23,415	100.00

Variable Name: S1TCHTALKM

Record #1, Position: 1357 - 1358, Format: N2.

Variable Label: S1 E06D 9th grader talked to teacher about math courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,667	71.18
1	Yes	4,327	18.48
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	450	1.92
TOTALS		23,415	100.00

Variable Name: S1CNSLTALKM

Record #1, Position: 1359 - 1360, Format: N2.

Variable Label: S1 E06E 9th grader talked to school counselor about 2009-2010 math courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,655	71.13
1	Yes	4,339	18.53
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	450	1.92
TOTALS		23,415	100.00

Variable Name: S1NOTALKM

Record #1, Position: 1361 - 1362, Format: N2.

Variable Label: S1 E06F 9th grader didn't talk to these people about 2009-2010 math courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which math courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,709	67.09
1	Yes	5,285	22.57
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	450	1.92
TOTALS		23,415	100.00

Variable Name: S1MOMTALKS

Record #1, Position: 1363 - 1364, Format: N2.

Variable Label: S1 E07A 9th grader talked to mother about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,106	47.43
1	Yes	9,252	39.51
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	737	3.15
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1DADTALKS

Record #1, Position: 1365 - 1366, Format: N2.

Variable Label: S1 E07B 9th grader talked to father about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,633	53.95
1	Yes	6,421	27.42
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	674	2.88
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1FRNDTALKS

Record #1, Position: 1367 - 1368, Format: N2.

Variable Label: S1 E07C 9th grader talked to friends about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,089	64.44
1	Yes	5,599	23.91
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	756	3.23
TOTALS		23,415	100.00

Variable Name: S1TCHTALKS

Record #1, Position: 1369 - 1370, Format: N2.

Variable Label: S1 E07D 9th grader talked to teacher about science courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,605	75.19
1	Yes	3,083	13.17
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	756	3.23
TOTALS		23,415	100.00

Variable Name: S1CNSLTALKS

Record #1, Position: 1371 - 1372, Format: N2.

Variable Label: S1 E07E 9th grader talked to school counselor about 2009-2010 science courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,995	72.58
1	Yes	3,693	15.77
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	756	3.23
TOTALS		23,415	100.00

Variable Name: S1NOTALKS

Record #1, Position: 1373 - 1374, Format: N2.

Variable Label: S1 E07F 9th grader didn't talk to these people about 2009-2010 science courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which science courses to take this year?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,408	57.26
1	Yes	7,280	31.09
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	756	3.23
TOTALS		23,415	100.00

Variable Name: S1MOMTALKOTH

Record #1, Position: 1375 - 1376, Format: N2.

Variable Label: S1 E08A 9th grader talked to mother about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,723	37.25
1	Yes	11,745	50.16
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	627	2.68
TOTALS		23,415	100.00

Variable Name: S1DADTALKOTH

Record #1, Position: 1377 - 1378, Format: N2.

Variable Label: S1 E08B 9th grader talked to father about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,025	47.09
1	Yes	8,129	34.72
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	574	2.45
TOTALS		23,415	100.00

Variable Name: S1FRNDTLKOTH

Record #1, Position: 1379 - 1380, Format: N2.

Variable Label: S1 E08C 9th grader talked to friends about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	12,317	52.60
1	Yes	8,481	36.22
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	646	2.76
TOTALS		23,415	100.00

Variable Name: S1TCHTALKOTH

Record #1, Position: 1381 - 1382, Format: N2.

Variable Label: S1 E08D 9th grader talked to teacher about other courses to take in 2009-2010

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	17,462	74.58
1	Yes	3,336	14.25
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	646	2.76
TOTALS		23,415	100.00

Variable Name: S1CNSLTLKOTH

Record #1, Position: 1383 - 1384, Format: N2.

Variable Label: S1 E08E 9th grader talked to school counselor about 2009-2010 other courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	16,423	70.14
1	Yes	4,375	18.68
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	646	2.76

TOTALS		23,415	100.00
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Variable Name: S1NOTALKOTH

Record #1, Position: 1385 - 1386, Format: N2.

Variable Label: S1 E08F 9th grader didn't talk to these people about 2009-2010 other courses

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about which courses to take this year other than math and science courses?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	16,076	68.66
1	Yes	4,722	20.17
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	646	2.76
TOTALS		23,415	100.00

Variable Name: S1MOMTALKCLG

Record #1, Position: 1387 - 1388, Format: N2.

Variable Label: S1 E09A 9th grader talked to mother about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	4,451	19.01
1	Yes	16,111	68.81
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	533	2.28
TOTALS		23,415	100.00

Variable Name: S1DADTALKCLG

Record #1, Position: 1389 - 1390, Format: N2.

Variable Label: S1 E09B 9th grader talked to father about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,709	28.65
1	Yes	12,530	53.51
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	489	2.09
TOTALS		23,415	100.00

Variable Name: S1FRNDTLKCLG

Record #1, Position: 1391 - 1392, Format: N2.

Variable Label: S1 E09C 9th grader talked to friends about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,675	41.32
1	Yes	11,223	47.93
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	546	2.33
TOTALS		23,415	100.00

Variable Name: S1TCHTALKCLG

Record #1, Position: 1393 - 1394, Format: N2.

Variable Label: S1 E09D 9th grader talked to teacher about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,599	70.89
1	Yes	4,299	18.36
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	546	2.33
TOTALS		23,415	100.00

Variable Name: S1CNSLTLKCLG

Record #1, Position: 1395 - 1396, Format: N2.

Variable Label: S1 E09E 9th grader talked to school counselor about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	17,226	73.57
1	Yes	3,672	15.68
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	546	2.33
TOTALS		23,415	100.00

Variable Name: S1NOTALKCLG

Record #1, Position: 1397 - 1398, Format: N2.

Variable Label: S1 E09F 9th grader didn't talk to these people about going to college

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about going to college?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	18,882	80.64
1	Yes	2,016	8.61
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	546	2.33
TOTALS		23,415	100.00

Variable Name: S1MOMTALKJOB

Record #1, Position: 1399 - 1400, Format: N2.

Variable Label: S1 E10A 9th grader talked to mother about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

- Your mother or female guardian
- Your father or male guardian
- Your friends
- A favorite teacher
- A school counselor
- None of these people

Code	Value Label	Frequency	Percentage
0	No	4,330	18.49
1	Yes	16,245	69.38
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	520	2.22
TOTALS		23,415	100.00

Variable Name: S1DADTALKJOB

Record #1, Position: 1401 - 1402, Format: N2.

Variable Label: S1 E10B 9th grader talked to father about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	6,340	27.08
1	Yes	12,905	55.11
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	483	2.06
TOTALS		23,415	100.00

Variable Name: S1FRNDTLKJOB

Record #1, Position: 1403 - 1404, Format: N2.

Variable Label: S1 E10C 9th grader talked to friends about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	8,954	38.24
1	Yes	11,954	51.05
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	536	2.29
TOTALS		23,415	100.00

Variable Name: S1TCHTALKJOB

Record #1, Position: 1405 - 1406, Format: N2.

Variable Label: S1 E10D 9th grader talked to teacher about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,753	71.55
1	Yes	4,155	17.75
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	536	2.29
TOTALS		23,415	100.00

Variable Name: S1CNSLTLKJOB

Record #1, Position: 1407 - 1408, Format: N2.

Variable Label: S1 E10E 9th grader talked to school counselor about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,945	76.64
1	Yes	2,963	12.65
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	536	2.29
TOTALS		23,415	100.00

Variable Name: S1NOTALKJOB

Record #1, Position: 1409 - 1410, Format: N2.

Variable Label: S1 E10F 9th grader didn't talk to these people about adult jobs/careers

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about possible jobs or careers when you are an adult?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,375	82.75
1	Yes	1,533	6.55
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	536	2.29
TOTALS		23,415	100.00

Variable Name: S1MOMTALKPRB

Record #1, Position: 1411 - 1412, Format: N2.

Variable Label: S1 E11A 9th grader talked to mother about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian  
 Your father or male guardian  
 Your friends  
 A favorite teacher  
 A school counselor  
 None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,526	36.41
1	Yes	12,019	51.33
-7	Item legitimate skip/NA	349	1.49
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	550	2.35
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1DADTALKPRB

Record #1, Position: 1413 - 1414, Format: N2.

Variable Label: S1 E11B 9th grader talked to father about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian  
 Your father or male guardian  
 Your friends  
 A favorite teacher  
 A school counselor  
 None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,943	51.01
1	Yes	7,279	31.09
-7	Item legitimate skip/NA	1,716	7.33
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	506	2.16
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1FRNDTLKPRB

Record #1, Position: 1415 - 1416, Format: N2.

Variable Label: S1 E11C 9th grader talked to friends about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian  
 Your father or male guardian  
 Your friends  
 A favorite teacher  
 A school counselor  
 None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,891	33.70
1	Yes	12,991	55.48
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S1TCHTALKPRB

Record #1, Position: 1417 - 1418, Format: N2.

Variable Label: S1 E11D 9th grader talked to teacher about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	19,180	81.91
1	Yes	1,702	7.27
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S1CNSTLTKPRB

Record #1, Position: 1419 - 1420, Format: N2.

Variable Label: S1 E11E 9th grader talked to school counselor about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

Code	Value Label	Frequency	Percentage
0	No	19,035	81.29
1	Yes	1,847	7.89
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S1NOTALKPRB

Record #1, Position: 1421 - 1422, Format: N2.

Variable Label: S1 E11F 9th grader didn't talk to these people about personal problems

Variable Description:

- Since the beginning of the last school year (2008-2009), which of the following people have you talked with about personal problems?

(Check all that apply.)

Your mother or female guardian

Your father or male guardian

Your friends

A favorite teacher

A school counselor

None of these people

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,088	77.25
1	Yes	2,794	11.93
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S1FRNDGRADES

Record #1, Position: 1423 - 1424, Format: N2.

Variable Label: S1 E12A 9th grader's closest friend gets good grades

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend... gets good grades.

True

False

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	True	18,282	78.08
2	False	2,663	11.37
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	499	2.13
TOTALS		23,415	100.00

Variable Name: S1FRNDSCHOOL

Record #1, Position: 1425 - 1426, Format: N2.

Variable Label: S1 E12B 9th grader's closest friend is interested in school

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend... is interested in school.

True

False

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	True	13,977	59.69
2	False	6,880	29.38
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	587	2.51
TOTALS		23,415	100.00

Variable Name: S1FRNDCLASS

Record #1, Position: 1427 - 1428, Format: N2.

Variable Label: S1 E12C 9th grader's closest friend attends classes regularly

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend... attends classes regularly.

True

False

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	True	19,943	85.17
2	False	970	4.14
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	531	2.27

TOTALS		23,415	100.00
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Variable Name: S1FRNDCLG

Record #1, Position: 1429 - 1430, Format: N2.

Variable Label: S1 E12D 9th grader's closest friend plans to go to college

Variable Description:

- As far as you know, are the following statements true or false for your closest friend? Your closest friend... plans to go to college.

True  
False

Code	Value Label	Frequency	Percentage
1	True	18,888	80.67
2	False	1,823	7.79
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	733	3.13
TOTALS		23,415	100.00

Variable Name: S1TEFRNDS

Record #1, Position: 1431 - 1432, Format: N2.

Variable Label: S1 E13A Time/effort in math/science means not enough time with friends

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't have enough time for hanging out with your friends.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,674	7.15
2	Agree	5,690	24.30
3	Disagree	11,128	47.53
4	Strongly disagree	2,417	10.32
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	535	2.28
TOTALS		23,415	100.00

Variable Name: S1TEACTIV

Record #1, Position: 1433 - 1434, Format: N2.

Variable Label: S1 E13B Time/effort in math/science means not enough time for extracurriculars

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't have enough time for extracurricular activities.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,422	6.07
2	Agree	5,731	24.48
3	Disagree	11,103	47.42



4	Strongly disagree	2,590	11.06
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	598	2.55
TOTALS		23,415	100.00

Variable Name: S1TEPOPULAR

Record #1, Position: 1435 - 1436, Format: N2.

Variable Label: S1 E13C Time/effort in math/science means 9th grader won't be popular

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

you won't be popular.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	637	2.72
2	Agree	1,578	6.74
3	Disagree	12,227	52.22
4	Strongly disagree	6,380	27.25
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1TEMAKEFUN

Record #1, Position: 1437 - 1438, Format: N2.

Variable Label: S1 E13D Time/effort in math/science means people will make fun of 9th grader

Variable Description:

- How much do you agree or disagree with each of the following statements?

If you spend a lot of time and effort in your math and science classes...

people will make fun of you.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	638	2.72
2	Agree	1,546	6.60
3	Disagree	11,458	48.93
4	Strongly disagree	7,123	30.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	679	2.90
TOTALS		23,415	100.00

Variable Name: S1ENGCOMP

Record #1, Position: 1439 - 1440, Format: N2.

Variable Label: S1 E14A How 9th grader compares males and females in English or language arts

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or language arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better  
Males are much better

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	3,570	15.25
2	Females are somewhat better	5,017	21.43
3	Females and males are the same	11,312	48.31
4	Males are somewhat better	434	1.85
5	Males are much better	406	1.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	705	3.01
TOTALS		23,415	100.00

Variable Name: S1MTHCOMP

Record #1, Position: 1441 - 1442, Format: N2.

Variable Label: S1 E14B How 9th grader compares males and females in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better  
Females are somewhat better  
Females and males are the same  
Males are somewhat better  
Males are much better

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	1,829	7.81
2	Females are somewhat better	2,464	10.52
3	Females and males are the same	12,335	52.68
4	Males are somewhat better	2,888	12.33
5	Males are much better	1,204	5.14
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	724	3.09
TOTALS		23,415	100.00

Variable Name: S1SCICOMP

Record #1, Position: 1443 - 1444, Format: N2.

Variable Label: S1 E14C How 9th grader compares males and females in science

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better  
Females are somewhat better  
Females and males are the same  
Males are somewhat better  
Males are much better

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	1,410	6.02
2	Females are somewhat better	1,740	7.43
3	Females and males are the same	13,326	56.91
4	Males are somewhat better	2,949	12.59
5	Males are much better	1,231	5.26
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	788	3.37
TOTALS		23,415	100.00

Variable Name: S1HRMHOMEWK

Record #1, Position: 1445 - 1446, Format: N2.

Variable Label: S1 E15A Hours spent on math homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
working on math homework and studying for math class?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours
- 3 to 4 hours
- 4 to 5 hours
- 5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	10,867	46.41
2	1 to 2 hours	6,350	27.12
3	2 to 3 hours	960	4.10
4	3 to 4 hours	331	1.41
5	4 to 5 hours	125	0.53
6	5 or more hours	145	0.62
-7	Item legitimate skip/NA	2,113	9.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	553	2.36
TOTALS		23,415	100.00

Variable Name: S1HRSHOMEWK

Record #1, Position: 1447 - 1448, Format: N2.

Variable Label: S1 E15B Hours spent on science homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
working on science homework and studying for science class?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours
- 3 to 4 hours
- 4 to 5 hours
- 5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	10,189	43.51
2	1 to 2 hours	5,509	23.53
3	2 to 3 hours	1,064	4.54
4	3 to 4 hours	275	1.17
5	4 to 5 hours	101	0.43
6	5 or more hours	113	0.48
-7	Item legitimate skip/NA	3,610	15.42
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	583	2.49
TOTALS		23,415	100.00

Variable Name: S1HROTHHOMWK

Record #1, Position: 1449 - 1450, Format: N2.

Variable Label: S1 E15C Hours spent on other homework/studying on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
working on homework and studying for the rest of your classes?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours
- 3 to 4 hours
- 4 to 5 hours
- 5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	8,283	35.37
2	1 to 2 hours	7,974	34.06
3	2 to 3 hours	2,850	12.17
4	3 to 4 hours	935	3.99
5	4 to 5 hours	348	1.49
6	5 or more hours	293	1.25
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	761	3.25
TOTALS		23,415	100.00

Variable Name: S1HRACTIVITY

Record #1, Position: 1451 - 1452, Format: N2.

Variable Label: S1 E15D Hours spent on extracurricular activities on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
participating in extracurricular activities such as sports teams, clubs, band, student government?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours
- 3 to 4 hours
- 4 to 5 hours
- 5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	6,773	28.93
2	1 to 2 hours	4,761	20.33
3	2 to 3 hours	4,956	21.17
4	3 to 4 hours	2,029	8.67
5	4 to 5 hours	708	3.02
6	5 or more hours	1,371	5.86
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	846	3.61
TOTALS		23,415	100.00

Variable Name: S1HRWORK

Record #1, Position: 1453 - 1454, Format: N2.

Variable Label: S1 E15E Hours spent working for pay on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
working for pay not including chores or jobs you do around your house?

- Less than 1 hour
- 1 to 2 hours
- 2 to 3 hours

3 to 4 hours  
4 to 5 hours  
5 or more hours

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than 1 hour	14,584	62.28
2	1 to 2 hours	2,751	11.75
3	2 to 3 hours	1,184	5.06
4	3 to 4 hours	581	2.48
5	4 to 5 hours	312	1.33
6	5 or more hours	586	2.50
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,446	6.18
TOTALS		23,415	100.00

Variable Name: S1HRFAMILY

Record #1, Position: 1455 - 1456, Format: N2.

Variable Label: S1 E15F Hours spent with family on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
spending time with your family?

Less than 1 hour  
1 to 2 hours  
2 to 3 hours  
3 to 4 hours  
4 to 5 hours  
5 or more hours

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than 1 hour	3,288	14.04
2	1 to 2 hours	4,443	18.98
3	2 to 3 hours	3,712	15.85
4	3 to 4 hours	2,685	11.47
5	4 to 5 hours	1,592	6.80
6	5 or more hours	4,923	21.02
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	801	3.42
TOTALS		23,415	100.00

Variable Name: S1HRFRIENDS

Record #1, Position: 1457 - 1458, Format: N2.

Variable Label: S1 E15G Hours spent hanging out with friends on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
hanging out or socializing with your friends?

Less than 1 hour  
1 to 2 hours  
2 to 3 hours  
3 to 4 hours  
4 to 5 hours  
5 or more hours

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than 1 hour	4,138	17.67

2	1 to 2 hours	4,937	21.08
3	2 to 3 hours	3,868	16.52
4	3 to 4 hours	2,546	10.87
5	4 to 5 hours	1,582	6.76
6	5 or more hours	3,569	15.24
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	804	3.43
TOTALS		23,415	100.00

Variable Name: S1HRTV

Record #1, Position: 1459 - 1460, Format: N2.

Variable Label: S1 E15H Hours spent watching television or movies on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
watching television or movies?

Less than 1 hour  
1 to 2 hours  
2 to 3 hours  
3 to 4 hours  
4 to 5 hours  
5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	7,238	30.91
2	1 to 2 hours	6,117	26.12
3	2 to 3 hours	3,291	14.06
4	3 to 4 hours	1,674	7.15
5	4 to 5 hours	838	3.58
6	5 or more hours	1,500	6.41
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	786	3.36
TOTALS		23,415	100.00

Variable Name: S1HRVIDEO

Record #1, Position: 1461 - 1462, Format: N2.

Variable Label: S1 E15I Hours spent playing video games on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
playing video games?

Less than 1 hour  
1 to 2 hours  
2 to 3 hours  
3 to 4 hours  
4 to 5 hours  
5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	13,119	56.03
2	1 to 2 hours	3,138	13.40
3	2 to 3 hours	1,466	6.26
4	3 to 4 hours	797	3.40
5	4 to 5 hours	511	2.18
6	5 or more hours	1,179	5.04

-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,234	5.27
TOTALS		23,415	100.00

Variable Name: S1HRONLINE

Record #1, Position: 1463 - 1464, Format: N2.

Variable Label: S1 E15J Hours spent chatting or surfing online on typical schoolday

Variable Description:

- During a typical weekday during the school year how many hours do you spend...  
chatting or surfing online?

Less than 1 hour  
1 to 2 hours  
2 to 3 hours  
3 to 4 hours  
4 to 5 hours  
5 or more hours

Code	Value Label	Frequency	Percentage
1	Less than 1 hour	8,026	34.28
2	1 to 2 hours	5,484	23.42
3	2 to 3 hours	2,784	11.89
4	3 to 4 hours	1,550	6.62
5	4 to 5 hours	902	3.85
6	5 or more hours	1,727	7.38
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	971	4.15
TOTALS		23,415	100.00

Variable Name: S1TALENTSRCH

Record #1, Position: 1465 - 1466, Format: N2.

Variable Label: S1 E16A 9th grader is participating in Talent Search

Variable Description:

- Are you participating in any of the following programs?

Talent Search  
Yes  
No

Code	Value Label	Frequency	Percentage
0	No	19,188	81.95
1	Yes	1,324	5.65
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	932	3.98
TOTALS		23,415	100.00

Variable Name: S1UPWARDBND

Record #1, Position: 1467 - 1468, Format: N2.

Variable Label: S1 E16B 9th grader is participating in Upward Bound

Variable Description:

- Are you participating in any of the following programs?

Upward Bound  
Yes  
No

Code	Value Label	Frequency	Percentage
0	No	19,895	84.97

1	Yes	528	2.25
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,021	4.36
TOTALS		23,415	100.00

Variable Name: S1GEARUP

Record #1, Position: 1469 - 1470, Format: N2.

Variable Label: S1 E16C 9th grader is participating in Gear Up

Variable Description:

- Are you participating in any of the following programs?

Gear Up

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19,673	84.02
1	Yes	644	2.75
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,127	4.81
TOTALS		23,415	100.00

Variable Name: S1AVID

Record #1, Position: 1471 - 1472, Format: N2.

Variable Label: S1 E16D 9th grader is participating in AVID

Variable Description:

- Are you participating in any of the following programs?

AVID (Advancement in Individual Determination)

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19,720	84.22
1	Yes	676	2.89
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,048	4.48
TOTALS		23,415	100.00

Variable Name: S1MESA

Record #1, Position: 1473 - 1474, Format: N2.

Variable Label: S1 E16E 9th grader is participating in MESA

Variable Description:

- Are you participating in any of the following programs?

MESA (Mathematics, Engineering, Science Achievement)

Yes

No

Code	Value Label	Frequency	Percentage
0	No	19,593	83.68
1	Yes	745	3.18
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,106	4.72
TOTALS		23,415	100.00

Variable Name: S1MYRS

Record #1, Position: 1475 - 1476, Format: N2.



Variable Label: S1 F01 Number of years of math coursework 9th grader expects to take in HS

Variable Description:

- Including this year, how many years of math do you expect to take during high school?

One year

Two years

Three years

Four or more years

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	One year	548	2.34
2	Two years	1,457	6.22
3	Three years	5,118	21.86
4	Four or more years	13,950	59.58
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	371	1.58
TOTALS		23,415	100.00

Variable Name: S1MREASREQ

Record #1, Position: 1477 - 1478, Format: N2.

Variable Label: S1 F02A Plans to take more math courses because it is required to graduate

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,614	49.60
1	Yes	8,806	37.61
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASPAR

Record #1, Position: 1479 - 1480, Format: N2.

Variable Label: S1 F02B Plans to take more math courses because parents want him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	13,947	59.56
1	Yes	6,473	27.64
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASTCHR

Record #1, Position: 1481 - 1482, Format: N2.

Variable Label: S1 F02C Plans to take more math courses because teachers want him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17,425	74.42
1	Yes	2,995	12.79
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASCNSL

Record #1, Position: 1483 - 1484, Format: N2.

Variable Label: S1 F02D Plans to take more math courses because counselor wants him/her to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math

Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,636	79.59
1	Yes	1,784	7.62
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1MREASGOOD

Record #1, Position: 1485 - 1486, Format: N2.

Variable Label: S1 F02E Plans to take more math courses because he/she is good at math

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,237	60.80
1	Yes	6,183	26.41
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1MREASJOB

Record #1, Position: 1487 - 1488, Format: N2.

Variable Label: S1 F02F Plans to take more math courses because needed for desired career

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college

Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,460	61.76
1	Yes	5,960	25.45
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASLIKE

Record #1, Position: 1489 - 1490, Format: N2.

Variable Label: S1 F02G Plans to take more math courses because most students like them do

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,181	81.92
1	Yes	1,239	5.29
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASENJOY

Record #1, Position: 1491 - 1492, Format: N2.

Variable Label: S1 F02H Plans to take more math courses because they enjoy studying math

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at math  
 You will need a lot of math courses for the type of career you want  
 Most students who are like you take a lot of math courses  
 You enjoy studying math  
 Taking more math courses will be useful for getting into college  
 Taking more math courses will be useful in college  
 Your friends are going to take more math courses  
 Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,574	70.78
1	Yes	3,846	16.43
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASCLG

Record #1, Position: 1493 - 1494, Format: N2.

Variable Label: S1 F02I Plans to take more math courses because will help to get into college

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,133	39.00
1	Yes	11,287	48.20
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASUSE

Record #1, Position: 1495 - 1496, Format: N2.

Variable Label: S1 F02J Plans to take more math courses because will be useful in college

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,160	43.39
1	Yes	10,260	43.82
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASFRND

Record #1, Position: 1497 - 1498, Format: N2.

Variable Label: S1 F02K Plans to take more math courses because friends are going to

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,316	82.49
1	Yes	1,104	4.71
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASOTH

Record #1, Position: 1499 - 1500, Format: N2.

Variable Label: S1 F02L Plans to take more math courses for other reason(s)

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	18,575	79.33
1	Yes	1,845	7.88
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1MREASNOT

Record #1, Position: 1501 - 1502, Format: N2.

Variable Label: S1 F02M Does not know why plans to take more math courses

Variable Description:

- What are the reasons you plan to take more math courses during high school?

(Check all that apply.)

Taking more math courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at math

You will need a lot of math courses for the type of career you want

Most students who are like you take a lot of math courses

You enjoy studying math

Taking more math courses will be useful for getting into college

Taking more math courses will be useful in college

Your friends are going to take more math courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18,668	79.73
1	Yes	1,752	7.48
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: S1APCALC

Record #1, Position: 1503 - 1504, Format: N2.

Variable Label: S1 F03A 9th grader plans to enroll in an Advanced Placement (AP) calculus course

Variable Description:

- Do you plan to enroll in...

an Advanced Placement (AP) calculus course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	5,442	23.24
2	No	3,769	16.10
3	Haven't decided yet	8,116	34.66
4	Don't know what AP calculus is	3,080	13.15
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	635	2.71
TOTALS		23,415	100.00

Variable Name: S1BCALC

Record #1, Position: 1505 - 1506, Format: N2.

Variable Label: S1 F03B 9th grader plans to enroll in International Baccalaureate (IB) calculus

Variable Description:

- Do you plan to enroll in...  
an International Baccalaureate (IB) calculus course?

Yes

No

You haven't decided yet

You don't know what this is

Code	Value Label	Frequency	Percentage
1	Yes	2,115	9.03
2	No	3,758	16.05
3	Haven't decided yet	6,556	28.00
4	Don't know what IB calculus is	7,597	32.45
-7	Item legitimate skip/NA	402	1.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,016	4.34
TOTALS		23,415	100.00

Variable Name: S1SYRS

Record #1, Position: 1507 - 1508, Format: N2.

Variable Label: S1 F04 Number of years of science coursework 9th grader expects to take in HS

Variable Description:

- Including this year, how many years of science do you expect to take during high school?

One year

Two years

Three years

Four or more years

Code	Value Label	Frequency	Percentage
1	One year	1,087	4.64
2	Two years	2,768	11.82
3	Three years	6,667	28.47
4	Four or more years	10,464	44.69
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	458	1.96
TOTALS		23,415	100.00

Variable Name: S1SREASREQ

Record #1, Position: 1509 - 1510, Format: N2.

Variable Label: S1 F05A Plans to take more science courses because it is required to graduate

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college



Your friends are going to take more science courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,585	49.48
1	Yes	8,478	36.21
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASPAR

Record #1, Position: 1511 - 1512, Format: N2.

Variable Label: S1 F05B Plans to take more science courses because parents want him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at science  
 You will need a lot of science courses for the type of career you want  
 Most students who are like you take a lot of science courses  
 You enjoy studying science  
 Taking more science courses will be useful for getting into college  
 Taking more science courses will be useful in college  
 Your friends are going to take more science courses  
 Some other reason  
 You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,534	62.07
1	Yes	5,529	23.61
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASTCHR

Record #1, Position: 1513 - 1514, Format: N2.

Variable Label: S1 F05C Plans to take more science courses because teachers want him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate  
 Your parents will want you to  
 Your teachers will want you to  
 Your school counselor will want you to  
 You are good at science  
 You will need a lot of science courses for the type of career you want  
 Most students who are like you take a lot of science courses  
 You enjoy studying science  
 Taking more science courses will be useful for getting into college  
 Taking more science courses will be useful in college  
 Your friends are going to take more science courses  
 Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17,244	73.65
1	Yes	2,819	12.04
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASCNSL

Record #1, Position: 1515 - 1516, Format: N2.

Variable Label: S1 F05D Plans to take more science courses because counselor wants him/her to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18,255	77.96
1	Yes	1,808	7.72
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASGOOD

Record #1, Position: 1517 - 1518, Format: N2.

Variable Label: S1 F05E Plans to take more science courses because he/she is good at science

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,129	64.61
1	Yes	4,934	21.07
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASJOB

Record #1, Position: 1519 - 1520, Format: N2.

Variable Label: S1 F05F Plans to take more science courses because needed for desired career

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

- Taking more science courses is required to graduate
- Your parents will want you to
- Your teachers will want you to
- Your school counselor will want you to
- You are good at science
- You will need a lot of science courses for the type of career you want
- Most students who are like you take a lot of science courses
- You enjoy studying science
- Taking more science courses will be useful for getting into college
- Taking more science courses will be useful in college
- Your friends are going to take more science courses
- Some other reason
- You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,745	62.97
1	Yes	5,318	22.71
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASLIKE

Record #1, Position: 1521 - 1522, Format: N2.

Variable Label: S1 F05G Plans to take more science courses because most students like them do

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

- Taking more science courses is required to graduate
- Your parents will want you to
- Your teachers will want you to
- Your school counselor will want you to
- You are good at science
- You will need a lot of science courses for the type of career you want
- Most students who are like you take a lot of science courses
- You enjoy studying science
- Taking more science courses will be useful for getting into college
- Taking more science courses will be useful in college
- Your friends are going to take more science courses
- Some other reason
- You don't know why, you just probably will

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	18,838	80.45
1	Yes	1,225	5.23
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASENJOY

Record #1, Position: 1523 - 1524, Format: N2.

Variable Label: S1 F05H Plans to take more science courses because they enjoy studying science

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	15,286	65.28
1	Yes	4,777	20.40
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASCLG

Record #1, Position: 1525 - 1526, Format: N2.

Variable Label: S1 F05I Plans to take more science courses because will help to get into college

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	10,786	46.06

1	Yes	9,277	39.62
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASUSE

Record #1, Position: 1527 - 1528, Format: N2.

Variable Label: S1 F05J Plans to take more science courses because will be useful in college

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	11,308	48.29
1	Yes	8,755	37.39
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASFRND

Record #1, Position: 1529 - 1530, Format: N2.

Variable Label: S1 F05K Plans to take more science courses because friends are going to

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

Taking more science courses is required to graduate

Your parents will want you to

Your teachers will want you to

Your school counselor will want you to

You are good at science

You will need a lot of science courses for the type of career you want

Most students who are like you take a lot of science courses

You enjoy studying science

Taking more science courses will be useful for getting into college

Taking more science courses will be useful in college

Your friends are going to take more science courses

Some other reason

You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	18,931	80.85
1	Yes	1,132	4.83

-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASOTH

Record #1, Position: 1531 - 1532, Format: N2.

Variable Label: S1 F05L Plans to take more science courses for other reason(s)

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

- Taking more science courses is required to graduate
- Your parents will want you to
- Your teachers will want you to
- Your school counselor will want you to
- You are good at science
- You will need a lot of science courses for the type of career you want
- Most students who are like you take a lot of science courses
- You enjoy studying science
- Taking more science courses will be useful for getting into college
- Taking more science courses will be useful in college
- Your friends are going to take more science courses
- Some other reason
- You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17,941	76.62
1	Yes	2,122	9.06
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1SREASNOT

Record #1, Position: 1533 - 1534, Format: N2.

Variable Label: S1 F05M Does not know why plans to take more science courses

Variable Description:

- What are the reasons you plan to take more science courses during high school?

(Check all that apply.)

- Taking more science courses is required to graduate
- Your parents will want you to
- Your teachers will want you to
- Your school counselor will want you to
- You are good at science
- You will need a lot of science courses for the type of career you want
- Most students who are like you take a lot of science courses
- You enjoy studying science
- Taking more science courses will be useful for getting into college
- Taking more science courses will be useful in college
- Your friends are going to take more science courses
- Some other reason
- You don't know why, you just probably will

Code	Value Label	Frequency	Percentage
0	No	17,462	74.58
1	Yes	2,601	11.11
-7	Item legitimate skip/NA	639	2.73

-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S1APS

Record #1, Position: 1535 - 1536, Format: N2.

Variable Label: S1 F06A 9th grader plans to enroll in an Advanced Placement (AP) science course

Variable Description:

- Do you plan to enroll in...  
an Advanced Placement (AP) science course?

Yes

No

You haven't decided yet

You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	5,510	23.53
2	No	4,458	19.04
3	Haven't decided yet	7,232	30.89
4	Don't know what AP science is	2,865	12.24
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	740	3.16
TOTALS		23,415	100.00

Variable Name: S1IBSCI

Record #1, Position: 1537 - 1538, Format: N2.

Variable Label: S1 F06B 9th grader plans to enroll in International Baccalaureate (IB) science

Variable Description:

- Do you plan to enroll in...  
an International Baccalaureate (IB) science course?

Yes

No

You haven't decided yet

You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,894	8.09
2	No	4,479	19.13
3	Haven't decided yet	6,067	25.91
4	Don't know what IB science is	7,326	31.29
-7	Item legitimate skip/NA	639	2.73
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,039	4.44
TOTALS		23,415	100.00

Variable Name: S1PLAN

Record #1, Position: 1539 - 1540, Format: N2.

Variable Label: S1 F07 9th grader has put together an education plan and/or career plan

Variable Description:

- An "education plan" or a "career plan" is a series of activities and courses that you will need to complete in order to get into college or be successful in your future career.

Have you put together...

a combined education and career plan

an education plan only

a career plan only or  
none of these?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	A combined education and career plan	7,449	31.81
2	An education plan only	2,855	12.19
3	A career plan only	2,637	11.26
4	None of these	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	674	2.88
TOTALS		23,415	100.00

Variable Name: S1PLANCNSL

Record #1, Position: 1541 - 1542, Format: N2.

Variable Label: S1 F08A 9th grader's counselor helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,740	45.87
1	Yes	2,124	9.07
-7	Item legitimate skip/NA	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	751	3.21
TOTALS		23,415	100.00

Variable Name: S1PLANTCHR

Record #1, Position: 1543 - 1544, Format: N2.

Variable Label: S1 F08B 9th grader's teacher helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,996	46.96
1	Yes	1,868	7.98
-7	Item legitimate skip/NA	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	751	3.21
TOTALS		23,415	100.00



Variable Name: S1PLANPRNT

Record #1, Position: 1545 - 1546, Format: N2.

Variable Label: S1 F08C 9th grader's parent(s) helped put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,538	23.65
1	Yes	7,326	31.29
-7	Item legitimate skip/NA	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	751	3.21
TOTALS		23,415	100.00

Variable Name: S1PLANOTH

Record #1, Position: 1547 - 1548, Format: N2.

Variable Label: S1 F08D Someone else helped 9th grader put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,953	46.78
1	Yes	1,911	8.16
-7	Item legitimate skip/NA	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	751	3.21
TOTALS		23,415	100.00

Variable Name: S1PLANNOONE

Record #1, Position: 1549 - 1550, Format: N2.

Variable Label: S1 F08E No one helped 9th grader put together education/career plan

Variable Description:

- Who helped you put your [education and career/education/career] plan together?

(Check all that apply.)

A counselor

A teacher

Your parents

Someone else

No one

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they had put together a combined education and career plan, an education plan only, or a career plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,316	39.79
1	Yes	3,548	15.15
-7	Item legitimate skip/NA	7,829	33.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	751	3.21
TOTALS		23,415	100.00

Variable Name: S1PSAT

Record #1, Position: 1551 - 1552, Format: N2.

Variable Label: S1 F09A 9th grader has taken or plans to take the PSAT

Variable Description:

- Have you taken or are you planning to take...  
the PSAT?

No

Yes

You haven't decided yet

You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,197	9.38
1	Yes	10,388	44.36
2	Haven't decided yet	3,606	15.40
3	Don't know what the PSAT is	4,455	19.03
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	798	3.41
TOTALS		23,415	100.00

Variable Name: S1SAT

Record #1, Position: 1553 - 1554, Format: N2.

Variable Label: S1 F09B 9th grader has taken or plans to take the SAT

Variable Description:

- Have you taken or are you planning to take...  
the SAT?

No

Yes

You haven't decided yet

You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,079	8.88
1	Yes	13,241	56.55
2	Haven't decided yet	3,028	12.93
3	Don't know what the SAT is	2,265	9.67
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	831	3.55
TOTALS		23,415	100.00

Variable Name: S1ACT

Record #1, Position: 1555 - 1556, Format: N2.

Variable Label: S1 F09C 9th grader has taken or plans to take the ACT

Variable Description:

- Have you taken or are you planning to take...

American College Testing Service (ACT) test?

No  
Yes  
You haven't decided yet  
You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,639	11.27
1	Yes	8,524	36.40
2	Haven't decided yet	4,515	19.28
3	Don't know what the ACT is	4,775	20.39
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	991	4.23
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1AP

Record #1, Position: 1557 - 1558, Format: N2.

Variable Label: S1 F09D 9th grader has taken/plans to take an Advanced Placement (AP) test

Variable Description:

- Have you taken or are you planning to take...  
an Advanced Placement (AP) test?  
No  
Yes  
You haven't decided yet  
You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,644	15.56
1	Yes	7,047	30.10
2	Haven't decided yet	6,091	26.01
3	Don't know what an Adv Placement test is	3,719	15.88
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	943	4.03
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1IBTEST

Record #1, Position: 1559 - 1560, Format: N2.

Variable Label: S1 F09E 9th grader has taken/plans to take International Baccalaureate (IB) test

Variable Description:

- Have you taken or are you planning to take...  
a test for the International Baccalaureate (IB)?  
No  
Yes  
You haven't decided yet  
You don't know what this is

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,026	17.19
1	Yes	2,419	10.33
2	Haven't decided yet	5,383	22.99
3	Don't know what a test for the IB is	8,532	36.44
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	1,084	4.63
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S1SUREHSGRAD

Record #1, Position: 1561 - 1562, Format: N2.

Variable Label: S1 F10 How sure 9th grader is that he/she will graduate from high school

Variable Description:

- How sure are you that you will graduate from high school?

Very sure you'll graduate

You'll probably graduate

You probably won't graduate

Very sure you won't graduate

Code	Value Label	Frequency	Percentage
1	Very sure about graduating	17,686	75.53
2	Will probably graduate	2,844	12.15
3	Will probably not graduate	257	1.10
4	Very sure about not graduating	96	0.41
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	561	2.40
TOTALS		23,415	100.00

Variable Name: S1EDUEXPECT

Record #1, Position: 1563 - 1564, Format: N2.

Variable Label: S1 G01 How far in school 9th grader thinks he/she will get

Variable Description:

- As things stand now, how far in school do you think you will get?

Less than high school

High school graduation or GED

Start but not complete an Associate's degree from a community college or technical institute

Complete an Associate's degree from a community college or technical institute

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree or equivalent

Complete a Master's degree or equivalent

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Don't know

Code	Value Label	Frequency	Percentage
1	Less than high school	92	0.39
2	High school diploma or GED	2,572	10.98
3	Start an Associate's degree	139	0.59
4	Complete an Associate's degree	1,174	5.01
5	Start a Bachelor's degree	113	0.48
6	Complete a Bachelor's degree	3,469	14.82
7	Start a Master's degree	226	0.97
8	Complete a Master's degree	4,214	18.00
9	Start Ph.D./M.D./Law/other prof degree	172	0.73
10	Complete Ph.D./M.D./Law/other prof degree	4,396	18.77
11	Don't know	4,569	19.51
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	308	1.32
TOTALS		23,415	100.00

Variable Name: S1SURECLG

Record #1, Position: 1565 - 1566, Format: N2.

Variable Label: S1 G02 How sure 9th grader is that he/she will go to college to pursue a BA/BS

Variable Description:

- How sure are you that you will go on to college to pursue a Bachelor's degree after you leave high school?

Very sure you'll go

You'll probably go

You probably won't go

Very sure you won't go

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very sure about going	9,247	39.49
2	Will probably go	3,092	13.21
3	Will probably not go	129	0.55
4	Very sure about not going	33	0.14
-7	Item legitimate skip/NA	8,546	36.50
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	397	1.70
TOTALS		23,415	100.00

Variable Name: S1ABILITYBA

Record #1, Position: 1567 - 1568, Format: N2.

Variable Label: S1 G03 9th grader thinks he/she has the ability to complete a Bachelor's degree

Variable Description:

- Whatever your plans, do you think you have the ability to complete a Bachelor's degree?

Definitely

Probably

Probably not

Definitely not

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Definitely not	322	1.38
2	Probably not	1,415	6.04
3	Probably	8,937	38.17
4	Definitely	10,297	43.98
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	473	2.02
TOTALS		23,415	100.00

Variable Name: S1BAAGE30

Record #1, Position: 1569 - 1570, Format: N2.

Variable Label: S1 G04 9th grader would be disappointed if he/she didn't have a BA/BS by age 30

Variable Description:

- Would you be disappointed if you did not graduate from college with a Bachelor's degree by the time you are 30 years old?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,482	14.87
1	Yes	17,531	74.87
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	431	1.84
TOTALS		23,415	100.00

Variable Name: S1FYAA

Record #1, Position: 1571 - 1572, Format: N2.

Variable Label: S1 G05A 9th grader plans to enroll in Associate's program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,829	76.14
1	Yes	3,192	13.63
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYBA

Record #1, Position: 1573 - 1574, Format: N2.

Variable Label: S1 G05B 9th grader plans to enroll in Bachelor's program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,886	42.22
1	Yes	11,135	47.55
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYLICENSE

Record #1, Position: 1575 - 1576, Format: N2.

Variable Label: S1 G05C 9th grader plans to obtain license or certificate in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family  
 Travel  
 Do volunteer or missionary work  
 Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,490	78.97
1	Yes	2,531	10.81
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYAPPR

Record #1, Position: 1577 - 1578, Format: N2.

Variable Label: S1 G05D 9th grader plans to attend apprenticeship program in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,385	87.06
1	Yes	636	2.72
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYMILITARY

Record #1, Position: 1579 - 1580, Format: N2.

Variable Label: S1 G05E 9th grader plans to join the armed services in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,301	82.43
1	Yes	1,720	7.35
-8	Unit non-response/component not applicable	1,971	8.42

-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYJOB

Record #1, Position: 1581 - 1582, Format: N2.

Variable Label: S1 G05F 9th grader plans to get a job in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	12,419	53.04
1	Yes	8,602	36.74
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYFAMILY

Record #1, Position: 1583 - 1584, Format: N2.

Variable Label: S1 G05G 9th grader plans to start a family in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute

Enroll in a Bachelor's degree program in a college or university

Obtain a license or certificate in a career field

Attend a registered apprenticeship program

Join the armed services

Get a job

Start a family

Travel

Do volunteer or missionary work

Not sure what you want to do

Code	Value Label	Frequency	Percentage
0	No	19,663	83.98
1	Yes	1,358	5.80
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYTRAVEL

Record #1, Position: 1585 - 1586, Format: N2.

Variable Label: S1 G05H 9th grader plans to travel in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute



Enroll in a Bachelor's degree program in a college or university  
 Obtain a license or certificate in a career field  
 Attend a registered apprenticeship program  
 Join the armed services  
 Get a job  
 Start a family  
 Travel  
 Do volunteer or missionary work  
 Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,551	79.23
1	Yes	2,470	10.55
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYVOLUN

Record #1, Position: 1587 - 1588, Format: N2.

Variable Label: S1 G05I 9th grader plans to volunteer or do missionary work in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute  
 Enroll in a Bachelor's degree program in a college or university  
 Obtain a license or certificate in a career field  
 Attend a registered apprenticeship program  
 Join the armed services  
 Get a job  
 Start a family  
 Travel  
 Do volunteer or missionary work  
 Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,229	82.12
1	Yes	1,792	7.65
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1FYNOTSURE

Record #1, Position: 1589 - 1590, Format: N2.

Variable Label: S1 G05J 9th grader does not know what he/she will do in 1st year after HS

Variable Description:

- What do you plan to do during your first year after high school?

(Check all that apply.)

Enroll in an Associate's degree program in a two-year community college or technical institute  
 Enroll in a Bachelor's degree program in a college or university  
 Obtain a license or certificate in a career field  
 Attend a registered apprenticeship program  
 Join the armed services  
 Get a job  
 Start a family  
 Travel  
 Do volunteer or missionary work  
 Not sure what you want to do

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,323	78.25
1	Yes	2,698	11.52
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	423	1.81
TOTALS		23,415	100.00

Variable Name: S1PUBPRV

Record #1, Position: 1591 - 1592, Format: N2.

Variable Label: S1 G06 9th grader is more likely to go to public or private college

Variable Description:

- Are you more likely to attend a public or private 4-year college, or have you not thought about this yet?

Public

Private

Haven't thought about this

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	5,111	21.83
2	Private	1,950	8.33
3	Haven't thought about this	4,050	17.30
-7	Item legitimate skip/NA	9,886	42.22
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	447	1.91
TOTALS		23,415	100.00

Variable Name: S1INOUTST

Record #1, Position: 1593 - 1594, Format: N2.

Variable Label: S1 G07 9th grader is more likely to go to public in-state/out-of-state college

Variable Description:

- Are you more likely to attend an in-state or out of state 4-year college, or have you not thought about it yet?

In-state

Out of state

Haven't thought about this

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-state	2,604	11.12
2	Out of state	1,592	6.80
3	Haven't thought about this	889	3.80
-7	Item legitimate skip/NA	15,886	67.85
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	473	2.02
TOTALS		23,415	100.00

Variable Name: S1TUITION

Record #1, Position: 1595 - 1596, Format: N2.

Variable Label: S1 G08 9th grader has information on tuition/mandatory fees at specific college

Variable Description:

- Have you gotten information about the cost of tuition and mandatory fees at a specific [in-state public/out-of-state public/private] college?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were more likely to attend an in-state public college, an out-of-state public college, or a private college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,522	19.31
1	Yes	1,603	6.85
-7	Item legitimate skip/NA	14,825	63.31
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	494	2.11
TOTALS		23,415	100.00

Variable Name: S1COSTIN

Record #1, Position: 1597 - 1602, Format: N6.

Variable Label: S1 G09 Cost of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	2000 - 50000	434	1.85
-7	Item legitimate skip/NA	20,366	86.98
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	644	2.75
TOTALS		23,415	100.00

Variable Name: S1FEEIN

Record #1, Position: 1603 - 1604, Format: N2.

Variable Label: S1 G10 What does tuition/fees at public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Tuition and mandatory fees only	239	1.02
2	Tuition, mandatory fees, and other fees	185	0.79
-7	Item legitimate skip/NA	20,366	86.98
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	654	2.79
TOTALS		23,415	100.00

Variable Name: S1COSTPRV

Record #1, Position: 1605 - 1610, Format: N6.

Variable Label: S1 G11 Cost of tuition and mandatory fees at private 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that private 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1FEEPRV

Record #1, Position: 1611 - 1612, Format: N2.

Variable Label: S1 G12 What does tuition/fees at private college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	262	1.12
2	Tuition, mandatory fees, and other fees	211	0.90
-7	Item legitimate skip/NA	20,387	87.07
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	584	2.49
TOTALS		23,415	100.00

Variable Name: S1COSTOUT

Record #1, Position: 1613 - 1618, Format: N6.

Variable Label: S1 G13 Cost of tuition/fees at public out-of-state 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that out-of-state public 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1FEEOUT

Record #1, Position: 1619 - 1620, Format: N2.

Variable Label: S1 G14 What does tuition/fees at public out-of-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	179	0.76
2	Tuition, mandatory fees, and other fees	126	0.54
-7	Item legitimate skip/NA	20,562	87.82
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	577	2.46
TOTALS		23,415	100.00

Variable Name: S1ESTIN

Record #1, Position: 1621 - 1626, Format: N6.

Variable Label: S1 G15 Estimate of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
C	2000 - 50000	15,264	65.19
-7	Item legitimate skip/NA	600	2.56

-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	5,580	23.83
TOTALS		23,415	100.00

Variable Name: S1ESTFEE

Record #1, Position: 1627 - 1628, Format: N2.

Variable Label: S1 G16 What does estimated cost of public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	8,570	36.60
2	Tuition, mandatory fees, and other fees	6,370	27.20
-7	Item legitimate skip/NA	600	2.56
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	5,904	25.21
TOTALS		23,415	100.00

Variable Name: S1ESTCONF

Record #1, Position: 1629 - 1630, Format: N2.

Variable Label: S1 G17 Confidence in estimate of cost for public in-state 4-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of 1 year's tuition and mandatory fees at a public 4-year college in your state? Are you...

very confident

somewhat confident or

not at all confident?

Code	Value Label	Frequency	Percentage
1	Very confident	2,088	8.92
2	Somewhat confident	8,760	37.41
3	Not at all confident	4,277	18.27
-7	Item legitimate skip/NA	600	2.56
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	5,719	24.42
TOTALS		23,415	100.00

Variable Name: S1OCC30

Record #1, Position: 1631 - 1750, Format: A120

Variable Label: S1 G18 Occupation 9th grader expects to have at age 30

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As things stand now, what is the job or occupation that you expect or plan to have at age 30?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S1OCC30THINK

Record #1, Position: 1751 - 1752, Format: N2.

Variable Label: S1 G19 How much 9th grader has thought about choice of occupation at age 30

Variable Description:

- How much have you thought about this choice? Have you thought about it...

not at all  
a little  
somewhat or  
a lot?

Code	Value Label	Frequency	Percentage
1	Not at all	106	0.45
2	A little	1,304	5.57
3	Somewhat	3,355	14.33
4	A lot	10,104	43.15
-7	Item legitimate skip/NA	6,041	25.80
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	534	2.28
TOTALS		23,415	100.00

Variable Name: S1TALKFUTURE

Record #1, Position: 1753 - 1754, Format: N2.

Variable Label: S1 G20 Whether 9th grader talks more to parents or friends about future plans

Variable Description:

- When you talk about your plans for the future, would you say you talk...  
mostly to your parents  
more to your parents than your friends  
to your parents and your friends about the same  
more to your friends than your parents  
mostly to your friends or  
you don't talk to your parents or to your friends about your plans for the future?

Code	Value Label	Frequency	Percentage
1	Mostly to parents	6,983	29.82
2	More to parents than friends	3,805	16.25
3	To parents and friends about the same	5,483	23.42
4	More to friends than parents	2,076	8.87
5	Mostly to friends	1,149	4.91
6	Don't talk to parents/friends about plan	1,403	5.99
-8	Unit non-response/component not applicable	1,971	8.42
-9	Missing	545	2.33
TOTALS		23,415	100.00

Variable Name: S2ENROLLHS12

Record #1, Position: 1755 - 1756, Format: N2.

Variable Label: S2 A01 Spring 2012 high school enrollment status

Variable Description:

- [Are you currently/At the end of the spring 2012 term, were you] attending high school, not attending high school, or being homeschooled?

If you [are/were] out for school break, illness, injury, or vacation, please consider yourself as attending school.

1=Attending high school

2=Not attending high school

3=Being homeschooled

Note: Question wording was customized such that "are you currently" and "are" displayed if the school enrollment status indicated they were still in school, otherwise "At the end of the spring 2012 term, were you" and "were" displayed.

Administered To: Respondents participating out of school.

Code	Value Label	Frequency	Percentage
1	Attending high school	19,710	84.18
2	Not attending high school	646	2.76

3	Being homeschooled	236	1.01
-8	Unit non-response	2,821	12.05
-9	Missing	2	0.01
TOTALS		23,415	100.00

Variable Name: S2ENROLLBYHS

Record #1, Position: 1757 - 1758, Format: N2.

Variable Label: S2 A02 Teen is enrolled at BY high school or another high school in spring 2012

Variable Description:

- [Are you currently/At the end of the spring 2012 term, were you] attending [base year high school name] or another high school?  
1=[base year high school name]

2=Another high school

Note: Question wording was customized such that "are you currently" displayed if the respondent indicated they were currently attending high school, otherwise "At the end of the spring 2012 term, were you" displayed.

Administered To: Respondents participating in school, but it is unknown whether the respondent is attending their base year high school or another high school.

Code	Value Label	Frequency	Percentage
1	Base year high school	17,333	74.03
2	Another high school	2,377	10.15
-7	Item legitimate skip/NA	882	3.77
-8	Unit non-response	2,821	12.05
-9	Missing	2	0.01
TOTALS		23,415	100.00

Variable Name: S2HSID

Record #1, Position: 1759 - 1770, Format: A12

Variable Label: S2 A03D NCESID of spring 2012 high school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 12-character NCES ID of the sample member's current school (2001-2012 school year). The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2011-2012 CCD and 2011-2012 PSS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CURCONTROL

Record #1, Position: 1771 - 1772, Format: N2.

Variable Label: S2 Currently enrolled transfer school control

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2CURCONTROL identifies the sample member's currently enrolled transfer school as being a Public, Catholic, or Other Private School, as indicated in the student questionnaire (S2HSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CURLOCALE

Record #1, Position: 1773 - 1774, Format: N2.

Variable Label: S2 Currently enrolled transfer school locale (urbanicity)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2CURLOCALE characterizes the locale (urbanicity) of the sample member's currently enrolled transfer school as either City, Suburb, Town, or Rural, as indicated in the student questionnaire (S2HSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CURREGION

Record #1, Position: 1775 - 1776, Format: N2.

Variable Label: S2 Currently enrolled transfer school geographic region

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2CURREGION identifies the geographic region of the sample member's currently enrolled transfer school, as indicated in the student questionnaire (S2HSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CURCENDIV

Record #1, Position: 1777 - 1778, Format: N2.

Variable Label: S2 Currently enrolled transfer school census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2CURCENDIV identifies the census geographic division of the sample member's currently enrolled transfer school, as indicated in the student questionnaire (S2HSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CURSTATE

Record #1, Position: 1779 - 1780, Format: N2.

Variable Label: S2 Currently enrolled transfer school state code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2CURSTATE is the FIPS code for the currently enrolled transfer school state, as indicated in the student questionnaire (S2HSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2TRMOVED

Record #1, Position: 1781 - 1782, Format: N2.

Variable Label: S2 A04A Transferred/homeschooled because moved to a new area/convenient location

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You moved to a new area or [your current school is more conveniently located/homeschooling is more convenient.]

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,237	5.28
1	Yes	1,507	6.44
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	100	0.43
TOTALS		23,415	100.00

Variable Name: S2TRBEHIND

Record #1, Position: 1783 - 1784, Format: N2.

Variable Label: S2 A04B Transferred/homeschooled because fell behind in schoolwork

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You fell behind in your schoolwork at your previous school.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,108	9.00
1	Yes	642	2.74
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: S2TRREASSIGN

Record #1, Position: 1785 - 1786, Format: N2.

Variable Label: S2 A04C Transferred/homeschooled because re-assigned by school system

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You were re-assigned by the school system.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,429	10.37
1	Yes	304	1.30
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	111	0.47
TOTALS		23,415	100.00

Variable Name: S2TRPERSONAL

Record #1, Position: 1787 - 1788, Format: N2.

Variable Label: S2 A04D Transferred/homeschooled for personal or family reasons

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You [transferred/began homeschooling] for personal or family reasons.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

Code	Value Label	Frequency	Percentage
0	No	950	4.06
1	Yes	1,795	7.67
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	99	0.42
TOTALS		23,415	100.00

Variable Name: S2TRFINANCIAL

Record #1, Position: 1789 - 1790, Format: N2.

Variable Label: S2 A04E Transferred/homeschooled for financial reasons

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You [transferred/began homeschooling] for financial reasons.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

Code	Value Label	Frequency	Percentage
0	No	2,396	10.23
1	Yes	345	1.47
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	103	0.44
TOTALS		23,415	100.00

Variable Name: S2TREXPEL

Record #1, Position: 1791 - 1792, Format: N2.

Variable Label: S2 A04F Transferred/homeschooled because expelled or suspended

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You were expelled or suspended from your previous school.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

Code	Value Label	Frequency	Percentage
0	No	2,550	10.89
1	Yes	169	0.72

-7	Item legitimate skip/NA	17,800	76.02
-8	Unit non-response	2,821	12.05
-9	Missing	75	0.32
TOTALS		23,415	100.00

Variable Name: S2TRADVANTAGE

Record #1, Position: 1793 - 1794, Format: N2.

Variable Label: S2 A04G Transferred/homeschooled for programs, offerings, or quality

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You wanted to take advantage of your [current school's/homeschool's] programs, offerings, or quality of instruction.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

Code	Value Label	Frequency	Percentage
0	No	1,698	7.25
1	Yes	1,035	4.42
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	111	0.47
TOTALS		23,415	100.00

Variable Name: S2TRDISLIKE

Record #1, Position: 1795 - 1796, Format: N2.

Variable Label: S2 A04H Transferred/homeschooled because did not like previous school

Variable Description:

- Why did you [transfer to [current high school's name]/transfer to your current school/transfer to [last high school's name]/transfer to your most recent school/begin homeschooling]?

You didn't like your previous school.

1=Yes

0=No

Note: Question and item wording was customized such that the language that was displayed depended on whether the respondent was still in school or being homeschooled at the time of responding to the survey. If the respondent was still in school, S2TREXPEL was not displayed as an option.

Administered To: Respondents identified as transfer students or homeschooled.

Code	Value Label	Frequency	Percentage
0	No	1,824	7.79
1	Yes	917	3.92
-7	Item legitimate skip/NA	17,750	75.81
-8	Unit non-response	2,821	12.05
-9	Missing	103	0.44
TOTALS		23,415	100.00

Variable Name: S2HSCRED

Record #1, Position: 1797 - 1798, Format: N2.

Variable Label: S2 A05 Teenager has earned a high school credential

Variable Description:

- [At the end of the spring 2012 term, had/Have] you earned a regular high school diploma, GED, or alternative high school credential?

1=Yes, a regular diploma

2=Yes, a GED or alternative high school credential

3=No

Note: Question wording was customized in the survey instrument such that "At the end of the spring 2012 term, had" displayed if the respondent indicated they were not currently attending school, otherwise "Have" displayed.

Administered To: Respondents who were not attending high school or who did not provide their enrollment status.

Code	Value Label	Frequency	Percentage
1	Regular diploma	47	0.20
2	GED/alternative high school credential	142	0.61
3	No	458	1.96
-7	Item legitimate skip/NA	19,946	85.18
-8	Unit non-response	2,821	12.05
-9	Missing	1	0.00
TOTALS		23,415	100.00

Variable Name: S2HSCREDMO

Record #1, Position: 1799 - 1800, Format: N2.

Variable Label: S2 A06A Month teenager received diploma/GED/alternative credential

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what month and year did you receive your [high school diploma/GED or alternative high school credential]?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Administered To: Respondents who graduated high school early and received either their diploma or GED.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HSCREDYR

Record #1, Position: 1801 - 1804, Format: N4.

Variable Label: S2 A06B Year teenager received diploma/GED/alternative credential

Comment: 2009 and 2010 recoded as "2011 and before" on the public use file.

Variable Description:

- In what month and year did you receive your [high school diploma/GED or alternative high school credential]?

Year:

-9=Select one

2009=2009

2010=2010

2011=2011

2012=2012

Administered To: Respondents who graduated high school early and received either their diploma or GED.

Code	Value Label	Frequency	Percentage
2011	2011 and before	88	0.38
2012	2012	90	0.38

-7	Item legitimate skip/NA	20,404	87.14
-8	Unit non-response	2,821	12.05
-9	Missing	12	0.05
TOTALS		23,415	100.00

Variable Name: S2LASTHSMO

Record #1, Position: 1805 - 1806, Format: N2.

Variable Label: S2 A07A Month teenager last attended high school

Comment: Months recoded into Jan-Mar, Apr-Jun, Jul-Sep, and Oct-Dec categories on the public use file.

Variable Description:

- [In/Prior to the end of the spring term of 2012, in] what month and year did you last attend high school?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Note: Question wording was customized such that "in" displayed if the respondent indicated they were not currently attending high school, otherwise "Prior to the end of the spring term of 2012, in" displayed.

Administered To: Respondents who are not currently attending high school and did not indicate they had graduated early or received a GED.

Code	Value Label	Frequency	Percentage
2	January, February, March	185	0.79
5	April, May, June	187	0.80
8	July, August, September	87	0.37
11	October, November, December	146	0.62
-7	Item legitimate skip/NA	19,946	85.18
-8	Unit non-response	2,821	12.05
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: S2LASTHSYR

Record #1, Position: 1807 - 1810, Format: N4.

Variable Label: S2 A07B Year teenager last attended high school

Comment: 2009 recoded as "2010 and before" on the public use file.

Variable Description:

- [In/Prior to the end of the spring term of 2012, in] what month and year did you last attend high school?

Year:

-9=Select one

2009=2009

2010=2010

2011=2011

2012=2012

Note: Question wording was customized such that "in" displayed if the respondent indicated they were not currently attending high school, otherwise "Prior to the end of the spring term of 2012, in" displayed.

Administered To: Respondents who are not currently attending high school and did not indicate they had graduated early or received a GED.

Code	Value Label	Frequency	Percentage
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2010	2010 and before	172	0.73
2011	2011	304	1.30
2012	2012	142	0.61
-7	Item legitimate skip/NA	19,946	85.18
-8	Unit non-response	2,821	12.05
-9	Missing	30	0.13
TOTALS		23,415	100.00

Variable Name: S2LASTATTEND

Record #1, Position: 1811 - 1812, Format: N2.

Variable Label: S2 A08 Teenager stopped attending high school four or more weeks ago

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Has it been/At the end of the spring term of 2012, had it been] 4 or more weeks since you last attended high school?

1=Yes

0=No

Note: Question wording was customized such that "Has it been" displayed if the respondent did not indicate when they last attended school. Otherwise, "At the end of the spring term of 2012, had it been" displayed if the respondent indicated they last attended school in May of 2012.

Administered To: Respondents who were not currently attending high school, and the date the respondent left school was unknown or the respondent indicated they stopped attending one month or more before completing the interview.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTHS

Record #1, Position: 1813 - 1814, Format: N2.

Variable Label: S2 A09 Teenager last attended BY school, another school, or homeschool

Comment: "Homeschooled" recoded as "Another high school or homeschooled" on the public use file.

Variable Description:

- When you last attended high school, were you attending [base year high school name], attending another high school, or being homeschooled?

1=[base year high school name]

2=Another high school

3=Homeschooled

Note: Question wording was customized such that the actual high school the respondent attended in base year displayed in place of "base year high school name."

Administered To: Respondents who were not currently attending high school.

Code	Value Label	Frequency	Percentage
1	Base year high school	417	1.78
2	Another high school or homeschooled	225	0.96
-7	Item legitimate skip/NA	19,946	85.18
-8	Unit non-response	2,821	12.05
-9	Missing	6	0.03
TOTALS		23,415	100.00

Variable Name: S2LASTHSID

Record #1, Position: 1815 - 1826, Format: A12

Variable Label: S2 A10D NCESID of last school teenager attended (other than BY school)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 12-character NCES ID of the sample member's last school (2001-2012 school year). The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2011-2012 CCD and 2011-2012 PSS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTCONTROL

Record #1, Position: 1827 - 1828, Format: N2.

Variable Label: S2 Last transfer school control

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2LASTCONTROL identifies the sample member's last transfer school as being a Public, Catholic, or Other Private School, as indicated in the student questionnaire (S2LASTHSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTLOCALE

Record #1, Position: 1829 - 1830, Format: N2.

Variable Label: S2 Last transfer school locale (urbanicity)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2LASTLOCALE characterizes the locale (urbanicity) of the sample member's last transfer school as either City, Suburb, Town, or Rural, as indicated in the student questionnaire (S2LASTHSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTREGION

Record #1, Position: 1831 - 1832, Format: N2.

Variable Label: S2 Last transfer school geographic region

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2LASTREGION identifies the geographic region of the sample member's last transfer school, as indicated in the student questionnaire (S2LASTHSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTCENDIV

Record #1, Position: 1833 - 1834, Format: N2.

Variable Label: S2 Last transfer school census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2LASTCENDIV identifies the census geographic division of the sample member's last transfer school, as indicated in the student questionnaire (S2LASTHSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LASTSTATE

Record #1, Position: 1835 - 1836, Format: N2.

Variable Label: S2 Last transfer school state code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2LASTSTATE is the FIPS code for the last transfer school state, as indicated in the student questionnaire (S2LASTHSID): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTHHS

Record #1, Position: 1837 - 1838, Format: N2.

Variable Label: S2 A11 Teenager attended a school besides BY/transfer/last school

Variable Description:

- Have you attended any other high school besides [base year high school name] [and [current high school's name] / and [last high school's name] ] since you were a 9th-grader in the fall of 2009?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the high school the respondent attended in base year was displayed in place of "base year high school" or the respondent's current high school name was displayed in place of "current high school name" if the respondent was still attending school. If the respondent was not attending high school, the name of the high school that the respondent last attended was displayed in place of "last high school's name."

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	19,321	82.52
1	Yes	1,072	4.58
-8	Unit non-response	2,821	12.05
-9	Missing	201	0.86
TOTALS		23,415	100.00

Variable Name: S2OTHHSID1

Record #1, Position: 1839 - 1850, Format: A12

Variable Label: S2 A12DA NCESID of first other high school attended

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 12-character NCES ID of the sample member's first other school (2001-2012 school year). The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2011-2012 CCD and 2011-2012 PSS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH1CONTROL

Record #1, Position: 1851 - 1852, Format: N2.

Variable Label: S2 First other transfer school control

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH1CONTROL identifies the sample member's first other transfer school as being a Public, Catholic, or Other Private School, as indicated in the student questionnaire (S2OTHHSID1): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH1LOCALE

Record #1, Position: 1853 - 1854, Format: N2.

Variable Label: S2 First other transfer school locale (urbanicity)



Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH1LOCALE characterizes the locale (urbanicity) of the sample member's first other transfer school as either City, Suburb, Town, or Rural, as indicated in the student questionnaire (S2OTHHSID1): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH1REGION

Record #1, Position: 1855 - 1856, Format: N2.

Variable Label: S2 First other transfer school geographic region

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH1REGION identifies the geographic region of the sample member's first other transfer school, as indicated in the student questionnaire (S2OTHHSID1): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH1CENDIV

Record #1, Position: 1857 - 1858, Format: N2.

Variable Label: S2 First other transfer school census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH1CENDIV identifies the census geographic division of the sample member's first other transfer school, as indicated in the student questionnaire (S2OTHHSID1): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH1STATE

Record #1, Position: 1859 - 1860, Format: N2.

Variable Label: S2 First other transfer school state code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH1STATE is the FIPS code for the first other transfer school state, as indicated in the student questionnaire (S2OTHHSID1): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTHHSID2

Record #1, Position: 1861 - 1872, Format: A12

Variable Label: S2 A12DB NCESID of second other high school attended

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 12-character NCES ID of the sample member's 2nd other school (2001-2012 school year). The NCES ID is the school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2011-2012 CCD and 2011-2012 PSS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: S2OTH2CONTROL

Record #1, Position: 1873 - 1874, Format: N2.

Variable Label: S2 Second other transfer school control

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH2CONTROL identifies the sample member's second other transfer school as being a Public, Catholic, or Other Private School, as indicated in the student questionnaire (S2OTHHSID2): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH2LOCALE

Record #1, Position: 1875 - 1876, Format: N2.

Variable Label: S2 Second other transfer school locale (urbanicity)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH2LOCALE characterizes the locale (urbanicity) of the sample member's second other transfer school as either City, Suburb, Town, or Rural, as indicated in the student questionnaire (S2OTHHSID2): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH2REGION

Record #1, Position: 1877 - 1878, Format: N2.

Variable Label: S2 Second other transfer school geographic region

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH2REGION identifies the geographic region of the sample member's second other transfer school, as indicated in the student questionnaire (S2OTHHSID2): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH2CENDIV

Record #1, Position: 1879 - 1880, Format: N2.

Variable Label: S2 Second other transfer school census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH2CENDIV identifies the census geographic division of the sample member's second other transfer school, as indicated in the student questionnaire (S2OTHHSID2): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTH2STATE

Record #1, Position: 1881 - 1882, Format: N2.

Variable Label: S2 Second other transfer school state code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- S2OTH2STATE is the FIPS code for the second other transfer school state, as indicated in the student questionnaire (S2OTHHSID2): the Common Core of Data (CCD) 2011-2012 and the Private School Survey (PSS) 2011-2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2GRD1011

Record #1, Position: 1883 - 1884, Format: N2.

Variable Label: S2 A13 Grade level in 2010-2011 school year

Comment: "Ungraded program" and "Not attending during 2010-2011 school year" recoded as missing on the public use file.

Variable Description:

- What grade were you in [last school year, that is, during the 2010-2011 school year/during the 2010-2011 school year/when you last attended school]?

1=9th grade

2=10th grade

3=11th grade

4=12th grade

5=You were in an ungraded program

6=You were not attending during the 2010-2011 school year

Note: Question wording was customized such that "last school year, that is, during the 2010-2011 school year" was displayed if the respondent was still in school, "during the 2010-2011 school year" was displayed if the respondent was not currently in school but attended school in the 2010-2011 school year, and "when you last attended school" was displayed if the respondent is currently not in school and did not attend high school during the 2010-2011 school year. In addition, the last option was not displayed if the student reported last attending high school during the 2010-2011 school year in item S2 A07.

Administered To: Respondents who last attended school during the 2010-2011 school year.

Code	Value Label	Frequency	Percentage
1	9th grade	377	1.61
2	10th grade	19,192	81.96
3	11th grade	706	3.02
4	12th grade	37	0.16
-7	Item legitimate skip/NA	103	0.44
-8	Unit non-response	2,821	12.05
-9	Missing	179	0.76
TOTALS		23,415	100.00

Variable Name: S2GRD1112

Record #1, Position: 1885 - 1886, Format: N2.

Variable Label: S2 A14 Grade level in spring 2012 or last 2011-2012 attendance

Comment: "Ungraded program" and "Not attending during 2011-2011 school year" recoded as missing on the public use file.

Variable Description:

- What grade [are you currently in/were you in at the end of the spring term of 2012/were you in when you last attended school during the 2011-2012 school year]?

1=9th grade

2=10th grade

3=11th grade

4=12th grade

5=You [are/were] in an ungraded program

6=You [are/were] not attending high school during the 2011-2012 school year

Note: Question wording was customized such that "are you currently in" was displayed if the respondent was still in school, "were you in at the end of the spring term of 2012" was displayed if the respondent was currently not in school but attended school in the spring of 2012, and "were you in when you last attended school during the 2011-2012 school year" was displayed if the respondent was currently not in school and attended high school during the 2011-2012 school year. In addition, the last option was not displayed if the student reported last attending high school during the 2010-2011 school year in item S2 A07.

Administered To: Respondents who last attended school during the 2011-2012 school year.

Code	Value Label	Frequency	Percentage
1	9th grade	47	0.20

2	10th grade	322	1.38
3	11th grade	19,063	81.41
4	12th grade	602	2.57
-7	Item legitimate skip/NA	327	1.40
-8	Unit non-response	2,821	12.05
-9	Missing	233	1.00
TOTALS		23,415	100.00

Variable Name: S2PASSGRADE

Record #1, Position: 1887 - 1888, Format: N2.

Variable Label: S2 A15 High school dropout/early grad passed the highest grade he/she was in

Variable Description:

- When you left high school, had you passed the [9th grade/10th grade/11th grade/12th grade/highest grade you were enrolled in]?

1=Yes

0=No

Note: Question wording that is displayed is dependent on the response to the S2 A14.

Administered To: Respondents who were not currently attending high school.

Code	Value Label	Frequency	Percentage
0	No	442	1.89
1	Yes	179	0.76
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	10	0.04
TOTALS		23,415	100.00

Variable Name: S2DROPOUTHS

Record #1, Position: 1889 - 1890, Format: N2.

Variable Label: S2 A16 Ever stopped attending high school for four weeks or more

Variable Description:

- [At any time since the fall of 2009, have you stopped/Prior to [month/year last attended], had you ever stopped/Prior to the date you last attended high school, had you ever stopped/Before you began homeschooling, had you ever stopped] going to high school for a period of 4 weeks or more? Do not include school breaks, illness, injury, or vacation. Do include school expulsions or out-of-school suspensions.

1=Yes

0=No

Note: Question wording was customized such that "At any time since the fall of 2009, have you stopped" was displayed if the respondent was still in school, "Prior to [month/year last attended], had you ever stopped" was displayed and "month/year last attended" was replaced with the actual month and year the respondent reported was the last date they attended school if the respondent was currently not in school; "Prior to the date you last attended high school, had you ever stopped" was displayed if the respondent was currently not in school and did not report the date they last attended school; and "Before you began homeschooling, had you ever stopped" was displayed if the respondent reported they were being homeschooled.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	No	19,778	84.47
1	Yes	672	2.87
-8	Unit non-response	2,821	12.05
-9	Missing	144	0.61
TOTALS		23,415	100.00

Variable Name: S2LATESCH

Record #1, Position: 1891 - 1892, Format: N2.

Variable Label: S2 A17A Times late for school in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You were late for school.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	6,655	28.42
2	1-2 times	7,445	31.80
3	3-6 times	3,907	16.69
4	7-9 times	1,034	4.42
5	10 or more times	1,346	5.75
-8	Unit non-response	2,821	12.05
-9	Missing	207	0.88
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2ABSENT

Record #1, Position: 1893 - 1894, Format: N2.

Variable Label: S2 A17B Times absent from school in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You were absent from school.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	3,031	12.94
2	1-2 times	8,170	34.89
3	3-6 times	5,980	25.54
4	7-9 times	1,626	6.94
5	10 or more times	1,502	6.41
-8	Unit non-response	2,821	12.05
-9	Missing	285	1.22
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2WOHWDN

Record #1, Position: 1895 - 1896, Format: N2.

Variable Label: S2 A17C Times in class without homework in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You attended class without your homework done.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.  
Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	5,084	21.71
2	1-2 times	7,306	31.20
3	3-6 times	4,257	18.18
4	7-9 times	1,567	6.69
5	10 or more times	2,100	8.97
-8	Unit non-response	2,821	12.05
-9	Missing	280	1.20
TOTALS		23,415	100.00

Variable Name: S2WOPAPER

Record #1, Position: 1897 - 1898, Format: N2.

Variable Label: S2 A17D Times in class without notetaking supplies in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You attended class without pencil and paper, computer or other device for taking notes.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	13,273	56.69
2	1-2 times	4,339	18.53
3	3-6 times	1,445	6.17
4	7-9 times	481	2.05
5	10 or more times	842	3.60
-8	Unit non-response	2,821	12.05
-9	Missing	214	0.91
TOTALS		23,415	100.00

Variable Name: S2WOBOOKS

Record #1, Position: 1899 - 1900, Format: N2.

Variable Label: S2 A17E Times in class without books/reading material in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You attended class without books or other reading material.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	12,971	55.40

2	1-2 times	5,303	22.65
3	3-6 times	1,190	5.08
4	7-9 times	325	1.39
5	10 or more times	553	2.36
-8	Unit non-response	2,821	12.05
-9	Missing	252	1.08
TOTALS		23,415	100.00

Variable Name: S2SKIPCLASS

Record #1, Position: 1901 - 1902, Format: N2.

Variable Label: S2 A17F Times cut or skipped classes in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You cut or skipped classes.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	16,765	71.60
2	1-2 times	2,173	9.28
3	3-6 times	793	3.39
4	7-9 times	233	1.00
5	10 or more times	394	1.68
-8	Unit non-response	2,821	12.05
-9	Missing	236	1.01
TOTALS		23,415	100.00

Variable Name: S2INSCHSUSP

Record #1, Position: 1903 - 1904, Format: N2.

Variable Label: S2 A17G Times put on in-school suspension in last 6 months of school

Variable Description:

- How many times did the following things happen during the last 6 months[ you were in school]?

You were put on an in-school suspension.

1=Never

2=1-2 times

3=3-6 times

4=7-9 times

5=10 or more times

Note: Question wording was customized in the survey instrument such that "you were in school" displayed only if the respondent reported they were not currently attending school.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	18,011	76.92
2	1-2 times	1,808	7.72
3	3-6 times	341	1.46
4	7-9 times	78	0.33
5	10 or more times	99	0.42
-8	Unit non-response	2,821	12.05

-9	Missing	257	1.10
TOTALS		23,415	100.00

Variable Name: S2OUTSCHSUSP

Record #1, Position: 1905 - 1906, Format: N2.

Variable Label: S2 A18A Times suspended from school in last 6 months of school

Variable Description:

- How many times did the following things happen to you during the last 6 months you were in school?

You were put on an out-of-school suspension or probation from school.

1=Never

2=Once

3=More than once

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
1	Never	393	1.68
2	Once	128	0.55
3	More than once	98	0.42
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	12	0.05
TOTALS		23,415	100.00

Variable Name: S2DISCIPLINE

Record #1, Position: 1907 - 1908, Format: N2.

Variable Label: S2 A18B Times transferred for discipline in last 6 months of school

Comment: "More than once" recoded as "Once or more" on the public use file.

Variable Description:

- How many times did the following things happen to you during the last 6 months you were in school?

You were transferred to another school for discipline reasons.

1=Never

2=Once

3=More than once

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
1	Never	551	2.35
2	Once or more	69	0.29
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	11	0.05
TOTALS		23,415	100.00

Variable Name: S2EXPELLED

Record #1, Position: 1909 - 1910, Format: N2.

Variable Label: S2 A18C Times expelled in last 6 months of school

Comment: "More than once" recoded as "Once or more" on the public use file.

Variable Description:

- How many times did the following things happen to you during the last 6 months you were in school?

You were expelled.

1=Never

2=Once

3=More than once

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
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1	Never	537	2.29
2	Once or more	82	0.35
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	12	0.05
TOTALS		23,415	100.00

Variable Name: S2ARRESTED

Record #1, Position: 1911 - 1912, Format: N2.

Variable Label: S2 A18D Times arrested in last 6 months of school

Comment: "More than once" recoded as "Once or more" on the public use file.

Variable Description:

- How many times did the following things happen to you during the last 6 months you were in school?

You were arrested.

1=Never

2=Once

3=More than once

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	548	2.34
2	Once or more	71	0.30
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	12	0.05
TOTALS		23,415	100.00

Variable Name: S2JUVHOME

Record #1, Position: 1913 - 1914, Format: N2.

Variable Label: S2 A18E Times in juvenile detention in last 6 months of school

Comment: "More than once" recoded as "Once or more" on the public use file.

Variable Description:

- How many times did the following things happen to you during the last 6 months you were in school?

You spent time in a juvenile home or detention center.

1=Never

2=Once

3=More than once

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	547	2.34
2	Once or more	67	0.29
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	17	0.07
TOTALS		23,415	100.00

Variable Name: S2TOWORK

Record #1, Position: 1915 - 1916, Format: N2.

Variable Label: S2 A19A Left HS because could not work and go to school at same time

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You couldn't work and go to school at the same time.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	503	2.15
1	Yes	106	0.45
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: S2DISLIKESCH

Record #1, Position: 1917 - 1918, Format: N2.

Variable Label: S2 A19B Left HS because did not like school

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You did not like school.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	302	1.29
1	Yes	311	1.33
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	18	0.08
TOTALS		23,415	100.00

Variable Name: S2POORGRADE

Record #1, Position: 1919 - 1920, Format: N2.

Variable Label: S2 A19C Left HS because getting behind/poor grades

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You were getting behind in your schoolwork or getting poor grades.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	244	1.04
1	Yes	367	1.57
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	20	0.09
TOTALS		23,415	100.00

Variable Name: S2GEDEASIER

Record #1, Position: 1921 - 1922, Format: N2.

Variable Label: S2 A19D Left HS because easier to get GED or alternative HS credential

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You thought it would be easier to get a GED or alternative high school credential.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	232	0.99
1	Yes	379	1.62
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	20	0.09
TOTALS		23,415	100.00

Variable Name: S2SUSPENDEXP

Record #1, Position: 1923 - 1924, Format: N2.

Variable Label: S2 A19E Left HS because suspended or expelled

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?  
You were suspended or expelled.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	492	2.10
1	Yes	116	0.50
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	23	0.10
TOTALS		23,415	100.00

Variable Name: S2FRIENDSDO

Record #1, Position: 1925 - 1926, Format: N2.

Variable Label: S2 A19F Left HS because friends had dropped out of school.

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?  
Your friends had dropped out of school.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	531	2.27
1	Yes	76	0.32
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	24	0.10
TOTALS		23,415	100.00

Variable Name: S2NONEEDHS

Record #1, Position: 1927 - 1928, Format: N2.

Variable Label: S2 A19G Left HS because no need to complete HS for what he/she wants to do

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?  
You didn't need to complete high school for what you wanted to do.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	493	2.11
1	Yes	115	0.49
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	23	0.10
TOTALS		23,415	100.00

Variable Name: S2SUPPORTFAM

Record #1, Position: 1929 - 1930, Format: N2.

Variable Label: S2 A19H Left HS because had to take care of/financially support family

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You had to take care of or financially support your family.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
0	No	464	1.98
1	Yes	148	0.63
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	19	0.08
TOTALS		23,415	100.00

Variable Name: S2EARLYADMIT

Record #1, Position: 1931 - 1932, Format: N2.

Variable Label: S2 A19I Left HS for early admission to college/school for occupational training

Variable Description:

- Here are some reasons other people have given for leaving high school. Which of these would you say applied to you?

You wanted to gain early admission to a school that provides occupational training or a college.

1=Yes

0=No

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
0	No	476	2.03
1	Yes	130	0.56
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	25	0.11
TOTALS		23,415	100.00

Variable Name: S2HSPROGRAM

Record #1, Position: 1933 - 1934, Format: N2.

Variable Label: S2 A20 Enrolled in program to prepare for HS diploma/GED/alternative

Variable Description:

- Since leaving high school, have you enrolled in a program to prepare for a high school diploma, GED or an alternative high school credential?

1=Yes

0=No

Administered To: Respondents not currently attending high school because they have dropped out.

Code	Value Label	Frequency	Percentage
0	No	208	0.89

1	Yes	216	0.92
-7	Item legitimate skip/NA	20,152	86.06
-8	Unit non-response	2,821	12.05
-9	Missing	18	0.08
TOTALS		23,415	100.00

Variable Name: S2GEDEXAM

Record #1, Position: 1935 - 1936, Format: N2.

Variable Label: S2 A21 Has taken GED exam

Variable Description:

- Have you taken the GED exam?

1=Yes

0=No

Administered To: Respondents not currently attending high school because they have dropped out.

Code	Value Label	Frequency	Percentage
0	No	377	1.61
1	Yes	46	0.20
-7	Item legitimate skip/NA	20,152	86.06
-8	Unit non-response	2,821	12.05
-9	Missing	19	0.08
TOTALS		23,415	100.00

Variable Name: S2PSCREDIT

Record #1, Position: 1937 - 1938, Format: N2.

Variable Label: S2 A22 Took course at school providing occupational training or college

Variable Description:

- Since leaving high school, have you taken a course for credit at a school that provides occupational training, a 2-year community college, or a 4-year college? (Include any courses for credit you are taking now.)

1=Yes

0=No

Administered To: Respondents not currently attending high school.

Code	Value Label	Frequency	Percentage
0	No	550	2.35
1	Yes	75	0.32
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	6	0.03
TOTALS		23,415	100.00

Variable Name: S2ENROCCTR

Record #1, Position: 1939 - 1940, Format: N2.

Variable Label: S2 A23A Took course at school providing occupational training

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Since leaving high school, at which of the following types of schools have you taken courses for credit?

School that provides occupational training, usually less than 2 years

1=Yes

0=No

Administered To: Respondents who have taken a course for credit at a school that provides occupational training, a 2-year community college, or a 4-year college

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: S2ENR2YPUB

Record #1, Position: 1941 - 1942, Format: N2.

Variable Label: S2 A23B Took course at 2-year community college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Since leaving high school, at which of the following types of schools have you taken courses for credit?

2-year community college

1=Yes

0=No

Administered To: Respondents who have taken a course for credit at a school that provides occupational training, a 2-year community college, or a 4-year college

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2ENR4Y

Record #1, Position: 1943 - 1944, Format: N2.

Variable Label: S2 A23C Took course at 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Since leaving high school, at which of the following types of schools have you taken courses for credit?

4-year college

1=Yes

0=No

Administered To: Respondents who have taken a course for credit at a school that provides occupational training, a 2-year community college, or a 4-year college

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2SEX

Record #1, Position: 1945 - 1946, Format: N2.

Variable Label: S2 B01 Teenager's sex

Variable Description:

- Are you...

1=Male or

2=Female?

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1SEX.

Code	Value Label	Frequency	Percentage
1	Male	10,360	44.25
2	Female	10,210	43.60
-8	Unit non-response	2,821	12.05
-9	Missing	24	0.10
TOTALS		23,415	100.00

Variable Name: S2HISPANIC

Record #1, Position: 1947 - 1948, Format: N2.

Variable Label: S2 B02 Teenager is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you Hispanic or [Latino/Latina]?

1=Yes

0=No

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1HISPANIC.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HISPOR

Record #1, Position: 1949 - 1950, Format: N2.

Variable Label: S2 B03 Teenager's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you...

1=Mexican, Mexican-American, or Chicano

2=Cuban

3=Dominican

4=Puerto Rican

5=Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran

6=South American such as Colombian, Argentinian, or Peruvian, or

7=Other Hispanic or Latino or Latina?

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who indicated they were Hispanic in S2HISPANIC.

Crossround Note: This variable is a repeat of the BY variable S1HISPOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2WHITE

Record #1, Position: 1951 - 1952, Format: N2.

Variable Label: S2 B04A Teenager is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

White

0=No

1=Yes

Note: Question wording was customized such that text in brackets was displayed if the respondent indicated they were Hispanic or Latino/Latina in S2B02.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1WHITE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2BLACK

Record #1, Position: 1953 - 1954, Format: N2.

Variable Label: S2 B04B Teenager is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Black or African American

0=No

1=Yes

Note: Question wording was customized such that text in brackets was displayed if the respondent indicated they were Hispanic or Latino/Latina in S2B02.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1BLACK.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2ASIAN

Record #1, Position: 1955 - 1956, Format: N2.

Variable Label: S2 B04C Teenager is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Asian

0=No

1=Yes

Note: Question wording was customized such that text in brackets was displayed if the respondent indicated they were Hispanic or Latino/Latina in S2B02.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1ASIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2PACISLE

Record #1, Position: 1957 - 1958, Format: N2.

Variable Label: S2 B04D Teenager is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Native Hawaiian or other Pacific Islander

0=No

1=Yes

Note: Question wording was customized such that text in brackets was displayed if the respondent indicated they were Hispanic or Latino/Latina in S2B02.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1PACISLE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2AMINDIAN

Record #1, Position: 1959 - 1960, Format: N2.

Variable Label: S2 B04E Teenager is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

American Indian or Alaska Native

0=No



1=Yes

Note: Question wording was customized such that text in brackets was displayed if the respondent indicated they were Hispanic or Latino/Latina in S2B02.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1AMINDIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2ASIANOR

Record #1, Position: 1961 - 1962, Format: N2.

Variable Label: S2 B05 Teenager's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you...

1=Chinese

2=Filipino

3=Southeast Asian such as Vietnamese or Thai

4=South Asian such as Asian Indian or Sri Lankan, or

5=Other Asian such as Korean or Japanese?

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who indicated they were Asian in S2ASIAN.

Crossround Note: This variable is a repeat of the BY variable S1ASIANOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2BIRTHMON

Record #1, Position: 1963 - 1964, Format: N2.

Variable Label: S2 B06A Teenager's month of birth

Variable Description:

- What is your birth date?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1BIRTHMON.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	January	1,675	7.15
2	February	1,546	6.60
3	March	1,770	7.56
4	April	1,570	6.71
5	May	1,760	7.52

6	June	1,717	7.33
7	July	1,740	7.43
8	August	1,924	8.22
9	September	1,762	7.53
10	October	1,706	7.29
11	November	1,709	7.30
12	December	1,671	7.14
-8	Unit non-response	2,821	12.05
-9	Missing	44	0.19
TOTALS		23,415	100.00

Variable Name: S2BIRTHYR

Record #1, Position: 1965 - 1966, Format: N2.

Variable Label: S2 B06C Teenager's year of birth

Comment: Years earlier than 1992 recoded to 1992 or earlier and years later than 1996 recoded to 1996 or later on the public use file.

Variable Description:

- What is your birth date?

Year:

-9=Select one

0=1990 or earlier

1=1991

2=1992

3=1993

4=1994

5=1995

6=1996

7=1997 or later

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1BIRTHYR.

Code	Value Label	Frequency	Percentage
3	1992 or earlier	151	0.64
4	1993	838	3.58
5	1994	7,705	32.91
6	1995	11,767	50.25
7	1996 or later	90	0.38
-8	Unit non-response/component not applicable	2,821	12.05
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: S2LANG1ST

Record #1, Position: 1967 - 1968, Format: N2.

Variable Label: S2 B07 First language teenager learned to speak is English, Spanish, other

Variable Description:

- What was the first language you learned to speak when you were a child? Was it...

1=English

2=Spanish

3=Another language

4=English and Spanish equally or

5=English and another language equally?

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year.

Crossround Note: This variable is a repeat of the BY variable S1LANG1ST.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	English	17,189	73.41
2	Spanish	1,122	4.79
3	Another language	1,002	4.28
4	English and Spanish equally or	605	2.58
5	English and another language equally	673	2.87
-8	Unit non-response	2,821	12.05
-9	Missing	3	0.01
TOTALS		23,415	100.00

Variable Name: S2LANG1STOS

Record #1, Position: 1969 - 1970, Format: N2.

Variable Label: S2 B08 Non-English language teenager first learned to speak as a child

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the [other] language you first learned to speak?

1=A European language, such as French, German, or Russian

2=A Chinese language

3=A Filipino language

4=A Southeast Asian language such as Vietnamese or Thai

5=A South Asian language such as Hindi or Tamil

6=Another Asian language such as Japanese or Korean

7=A Middle Eastern language such as Arabic or Farsi

8=Another language

Note: "Other" was displayed in question wording if respondent indicated their first language was "English and another language equally" in S2 B07.

Programming note: Values have been filled with the response from the base year student interview.

Administered To: Respondents who did not participate in base year or indicated they spoke another language other than English and Spanish.

Crossround Note: This variable is a repeat of the BY variable S1LANG1STOS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LANGMOM

Record #1, Position: 1971 - 1972, Format: N2.

Variable Label: S2 B09 How often teenager speaks first language with mother/female guardian

Comment: "No mother/female guardian in household" recoded as "Missing" on the public use file.

Variable Description:

- [In the fall of 2009, you indicated that [native language as reported in base year] was the first language you learned to speak as a child]. ]

How often do you speak [[native language as reported in base year] / Spanish / this European language / this Chinese language / this Filipino language / the Southeast Asian language / this South Asian language / this Asian language / this Middle Eastern language / this non-English language] with your mother or female guardian at home?

1=Never

2=Sometimes

3=About half the time

4=Most of the time

5=Always

6=No mother or female guardian in your household

Note: Question wording was customized such that "In the fall of 2009, you indicated that [native language as reported in base year] was the first language you learned to speak as a child" displayed only if the respondent reported the native language they spoke in base year. In addition, the respondent's native language was displayed in place of "native language as reported in base year" or if no language was reported in base year, the language that was reported in S2 B07 or S2 B08 was displayed.

Administered To: Respondents who indicated they were not a Native English speaker in base year or a base year nonrespondent who indicated they spoke another language other than English.

Crossround Note: This variable is a repeat of the BY variable S1LANGMOM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	252	1.08
2	Sometimes	617	2.64
3	About half the time	529	2.26
4	Most of the time	814	3.48
5	Always	1,119	4.78
-7	Item legitimate skip/NA	17,189	73.41
-8	Unit non-response	2,821	12.05
-9	Missing	74	0.32
TOTALS		23,415	100.00

Variable Name: S2LANGFRIEND

Record #1, Position: 1973 - 1974, Format: N2.

Variable Label: S2 B10 How often teenager speaks first language with friends

Variable Description:

- How often do you speak [native language as reported in base year] / Spanish / this European language / this Chinese language / this Filipino language / the Southeast Asian language / this South Asian language / this Asian language / this Middle Eastern language / this non-English language] with your friends?

1=Never

2=Sometimes

3=About half the time

4=Most of the time

5=Always

Note: Question wording was customized such that the respondent's native language was displayed in place of "native language as reported in base year" or if no language was reported in base year, the language that was reported in S2 B07 or S2 B08 was displayed.

Administered To: Respondents who indicated they were not a Native English speaker in base year or a base year nonrespondent who indicated they spoke another language other than English.

Crossround Note: This variable is a repeat of the BY variable S1LANGFRIEND.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	1,101	4.70
2	Sometimes	1,547	6.61
3	About half the time	428	1.83
4	Most of the time	206	0.88
5	Always	75	0.32
-7	Item legitimate skip/NA	17,189	73.41
-8	Unit non-response	2,821	12.05
-9	Missing	48	0.20
TOTALS		23,415	100.00

Variable Name: S2PARREL1

Record #1, Position: 1975 - 1976, Format: N2.

Variable Label: S2 B11 Teenager's relationship to 1st parent in parent question series

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The next series of questions are about your parents or guardians. If you live in more than one household, answer about the parents or guardians you live with most of the time. Please choose one parent to begin.

What is this parent's or guardian's relationship to you?

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father  
 9=Female partner of your parent or guardian  
 10=Male partner of your parent or guardian  
 11=Grandmother  
 12=Grandfather  
 13=Other female relative  
 14=Other male relative  
 15=Other female guardian  
 16=Other male guardian  
 Administered To: Respondents whose parent or guardian did not participate in the base year.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HIDEG1

Record #1, Position: 1977 - 1978, Format: N2.

Variable Label: S2 B12 Teenager's 1st parent's highest degree earned

Variable Description:

- What is the highest level of education [he/she] has completed ?

- 1=Less than high school completion
- 2=Completed a high school diploma, GED or alternative high school credential
- 3=Completed a certificate or diploma from a school that provides occupational training
- 4=Completed an Associate's degree
- 5=Completed a Bachelor's degree
- 6=Completed a Master's degree
- 7=Completed a Ph.D., M.D., law degree, or other high level professional degree
- 8=Don't know

Note: Question wording was customized in the survey instrument based on the gender of the parent or guardian the respondent selected in S2 B11.

Administered To: Respondents whose parent or guardian did not participate in the base year.

Code	Value Label	Frequency	Percentage
1	Less than high school completion	728	3.11
2	Completed HS diploma/GED/alternative HS credential	1,629	6.96
3	Completed certificate/diploma from school providing occupational training	409	1.75
4	Completed Associate's degree	442	1.89
5	Completed Bachelor's degree	662	2.83
6	Completed Master's degree	354	1.51
7	Completed Ph.D./M.D./law degree/other high level professional degree	102	0.44
8	Don't know	1,054	4.50
-7	Item legitimate skip/NA	15,202	64.92
-8	Unit non-response	2,821	12.05
-9	Missing	12	0.05
TOTALS		23,415	100.00

Variable Name: S2STARTDEG1

Record #1, Position: 1979 - 1980, Format: N2.

Variable Label: S2 B13 Teenager's 1st parent has started but not completed more advanced degree

Variable Description:

- Has [he/she] started, but not completed, any work on a degree beyond [highest degree completed]? [(If [he/she] has started more than one of the degrees listed below, please select the higher degree.))]

- 1=No, has not started any other degree
- 2=Yes, a certificate or diploma from a school that provides occupational training
- 3=Yes, an Associate's degree
- 4=Yes, a Bachelor's degree
- 5=Yes, a Master's degree

6=Yes, a Ph.D., M.D., law degree, or other high level professional degree

7=Don't know

Note: Item options were customized such that only degrees that were higher than the degree selected in S2 B12 were displayed. Administered To: Respondents whose parent or guardian did not participate in base year and have not completed a Ph.D., M.D. Ph.D., M.D., law degree, or other high level professional degree.

Programming Note: S2HIDE1=8 (don't know) responses filled forward to S2STARTDEG1=7 (don't know)

Code	Value Label	Frequency	Percentage
1	No, has not started any other degree	2,758	11.78
2	Yes, certificate/diploma from school providing occupational training	171	0.73
3	Yes, Associate's degree	163	0.70
4	Yes, Bachelor's degree	116	0.50
5	Yes, Master's degree	72	0.31
6	Yes, Ph.D./M.D./law degree/other high level professional degree	32	0.14
7	Don't know	1,921	8.20
-7	Item legitimate skip/NA	15,304	65.36
-8	Unit non-response	2,821	12.05
-9	Missing	57	0.24
TOTALS		23,415	100.00

Variable Name: S2JOBNOW1

Record #1, Position: 1981 - 1982, Format: N2.

Variable Label: S2 B14 Teenager's 1st parent currently holds a job

Variable Description:

- Does [he/she] currently hold a job for pay?

1=Yes

0=No

Administered To: Respondents whose parent or guardian did not participate in base year.

Code	Value Label	Frequency	Percentage
0	No	1,315	5.62
1	Yes	4,024	17.19
-7	Item legitimate skip/NA	15,202	64.92
-8	Unit non-response	2,821	12.05
-9	Missing	53	0.23
TOTALS		23,415	100.00

Variable Name: S2JOBEVER1

Record #1, Position: 1983 - 1984, Format: N2.

Variable Label: S2 B15 Teenager's 1st parent has ever held a job

Variable Description:

- Has [he/she] ever held a job for pay?

1=Yes

0=No

Administered To: Respondents whose parent or guardian did not participate in base year and did not currently hold a job for pay.

Code	Value Label	Frequency	Percentage
0	No	236	1.01
1	Yes	1,101	4.70
-7	Item legitimate skip/NA	19,226	82.11
-8	Unit non-response	2,821	12.05
-9	Missing	31	0.13
TOTALS		23,415	100.00

Variable Name: S2JOBBDV1

Record #1, Position: 1985 - 2184, Format: A200

Variable Label: S2 B16B Teenager's 1st parent's job duties - verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is [his/her] job title? If [he/she] works at more than one job, describe the job at which [he/she] works the most hours. / What was [his/her] most recent job title? If [he/she] worked more than one job, describe the job at which [he/she] worked the most hours.]

Administered To: Respondents whose parent or guardian did not participate in base year and held a job for pay.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBTV1

Record #1, Position: 2185 - 2384, Format: A200

Variable Label: S2 B16A Teenager's 1st parent's job title - verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is [his/her] job title? If [he/she] works at more than one job, describe the job at which [he/she] works the most hours. / What was [his/her] most recent job title? If [he/she] worked more than one job, describe the job at which [he/she] worked the most hours.]

Administered To: Respondents whose parent or guardian did not participate in base year and held a job for pay.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOB2ONET1

Record #1, Position: 2385 - 2386, Format: N2.

Variable Label: S2 B16C Teenager's 1st parent's job: 2-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 2-digit Occupational Information Network (O\*NET) code of parent 1's current (or most recent) job as reported by the teenager.

See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOB6ONET1

Record #1, Position: 2387 - 2392, Format: N6.

Variable Label: S2 B16D Teenager's 1st parent's job: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 6-digit Occupational Information Network (O\*NET) code of parent 1's current (or most recent) job as reported by the teenager.

See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTHERPAR

Record #1, Position: 2393 - 2394, Format: N2.

Variable Label: S2 B17 Teenager has a 2nd parent in the same household

Variable Description:

- Do you have another parent or guardian in the same household as you and [your biological mother/your biological father/your adoptive mother/your adoptive father/your stepmother/your stepfather/your foster mother/your foster father/your parent or guardian's female partner/your parent or guardian's male partner/your grandmother/your grandfather/your female relative/your male relative/your female guardian/your male guardian/the first parent or guardian you told us about]?

1=Yes

0=No

Note: Question wording was customized in the survey instrument to display the parent or guardian the respondent selected in S2 B11.

Administered To: Respondents whose parent or guardian did not participate in base year.

Code	Value Label	Frequency	Percentage
0	No	1,779	7.60
1	Yes	3,563	15.22
-7	Item legitimate skip/NA	15,202	64.92
-8	Unit non-response	2,821	12.05
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: S2PARREL2

Record #1, Position: 2395 - 2396, Format: N2.

Variable Label: S2 B18 Teenager's relationship to 2nd parent in parent question series

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is this other parent's or guardian's relationship to you?

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father

9=Female partner of your parent or guardian

10=Male partner of your parent or guardian

11=Grandmother

12=Grandfather

13=Other female relative

14=Other male relative

15=Other female guardian

16=Other male guardian

Administered To: Respondents whose parent or guardian did not participate in base year and indicated there was another parent or guardian in the household.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HIDE2

Record #1, Position: 2397 - 2398, Format: N2.

Variable Label: S2 B19 Teenager's 2nd parent's highest degree earned

Variable Description:

- What is the highest level of education [he/she] has completed?

1=Less than high school completion

2=Completed a high school diploma, GED or alternative high school credential

3=Completed a certificate or diploma from a school that provides occupational training

4=Completed an Associate's degree

5=Completed a Bachelor's degree

6=Completed a Master's degree

7=Completed a Ph.D., M.D., law degree, or other high level professional degree

8=Don't know

Administered To: Respondents whose parent or guardian did not participate in base year.

Code	Value Label	Frequency	Percentage
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1	Less than high school completion	421	1.80
2	Completed HS diploma/GED/alternative HS credential	1,070	4.57
3	Completed certificate/diploma from school providing occupational training	251	1.07
4	Completed Associate's degree	224	0.96
5	Completed Bachelor's degree	437	1.87
6	Completed Master's degree	210	0.90
7	Completed Ph.D./M.D./law degree/other high level professional degree	100	0.43
8	Don't know	845	3.61
-7	Item legitimate skip/NA	16,981	72.52
-8	Unit non-response	2,821	12.05
-9	Missing	55	0.23
TOTALS		23,415	100.00

Variable Name: S2STARTDEG2

Record #1, Position: 2399 - 2400, Format: N2.

Variable Label: S2 B20 Teenager's 2nd parent has started but not completed more advanced degree

Comment: "Ph.D./M.D./law degree/other high level professional degree" recoded as "Master's degree or Ph.D./M.D./law degree/other high level professional degree" on the public use file.

Variable Description:

- Has [he/she] started, but not completed, any work on a degree beyond [highest degree completed]? [(If [he/she] has started more than one of the degrees listed below, please select the higher degree.)]

1=No, has not started any other degree

2=Yes, a certificate or diploma from a school that provides occupational training

3=Yes, an Associate's degree

4=Yes, a Bachelor's degree

5=Yes, a Master's degree

6=Yes, a Ph.D., M.D., law degree, or other high level professional degree

7=Don't know

Note: Item options were customized such that only degrees that were higher than the degree selected in S2 B19 were displayed.

Administered To: Respondents whose parent or guardian did not participate in base year and had not completed a Ph.D., M.D., law degree, or other high level professional degree.

Programming Note: S2HIDE2=8 (don't know) responses filled forward to S2STARTDEG2=7 (don't know)

Code	Value Label	Frequency	Percentage
1	No, has not started any other degree	1,806	7.71
2	Yes, certificate/diploma from school providing occupational training	99	0.42
3	Yes, Associate's degree	82	0.35
4	Yes, Bachelor's degree	50	0.21
5	Yes, Master's degree or Ph.D./M.D./law degree/other high level professional degree	57	0.24
7	Don't know	1,337	5.71
-7	Item legitimate skip/NA	17,081	72.95
-8	Unit non-response	2,821	12.05
-9	Missing	82	0.35
TOTALS		23,415	100.00

Variable Name: S2JOBNOW2

Record #1, Position: 2401 - 2402, Format: N2.

Variable Label: S2 B21 Teenager's 2nd parent currently holds a job

Variable Description:

- Does [he/she] currently hold a job for pay?

1=Yes

0=No

Administered To: Respondents whose parent or guardian did not participate in base year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	646	2.76
1	Yes	2,893	12.36
-7	Item legitimate skip/NA	16,981	72.52
-8	Unit non-response	2,821	12.05
-9	Missing	74	0.32
TOTALS		23,415	100.00

Variable Name: S2JOBEVER2

Record #1, Position: 2403 - 2404, Format: N2.

Variable Label: S2 B22 Teenager's 2nd parent has ever held a job

Variable Description:

- Has [he/she] ever held a job for pay?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on the gender of the parent or guardian the respondent selected in S2 B18.

Administered To: Respondents whose parent or guardian did not participate in base year and did not currently hold a job for pay.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	102	0.44
1	Yes	546	2.33
-7	Item legitimate skip/NA	19,874	84.88
-8	Unit non-response	2,821	12.05
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: S2JOBV2

Record #1, Position: 2405 - 2604, Format: A200

Variable Label: S2 B23B Teenager's 2nd parent's job duties - verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What does [he/she] do in that job? That is, what are [his/her] main activities and duties? / What did [he/she] do in that job? That is, what were [his/her] main activities and duties?]

Note: Question wording was customized such that if the parent or guardian currently held a job for pay "[What is [his/her] job title? If [he/she] works at more than one job, describe the job at which [he/she] works the most hours." displayed. If the parent or guardian did not currently hold a job, but did in the past, "What was [his/her] most recent job title? If [he/she] worked more than one job, describe the job at which [he/she] worked the most hours.]" displayed.

Administered To: Respondents whose parent or guardian did not participate in base year and held a job for pay either presently or in the past.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBTV2

Record #1, Position: 2605 - 2804, Format: A200

Variable Label: S2 B23A Teenager's 2nd parent's job title - verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What does [he/she] do in that job? That is, what are [his/her] main activities and duties? / What did [he/she] do in that job? That is, what were [his/her] main activities and duties?]

Note: Question wording was customized such that if the parent or guardian currently held a job for pay "[What is [his/her] job title? If [he/she] works at more than one job, describe the job at which [he/she] works the most hours." displayed. If the parent or guardian did not currently hold a job, but did in the past, "What was [his/her] most recent job title? If [he/she] worked more than one job, describe the job at which [he/she] worked the most hours.]" displayed.

Administered To: Respondents whose parent or guardian did not participate in base year and held a job for pay either presently or in the past.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOB2ONET2

Record #1, Position: 2805 - 2806, Format: N2.

Variable Label: S2 B23C Teenager's 2nd parent's job: 2-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 2-digit Occupational Information Network (O\*NET) code of parent 2's current (or most recent) job as reported by the teenager.  
See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOB6ONET2

Record #1, Position: 2807 - 2812, Format: N6.

Variable Label: S2 B23D Teenager's 2nd parent's job: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- The 6-digit Occupational Information Network (O\*NET) code of parent 2's current (or most recent) job as reported by the teenager.  
See also <http://www.onetcenter.org> for further information on the O\*NET taxonomy.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBFAIR

Record #1, Position: 2813 - 2814, Format: N2.

Variable Label: S2 C01A Attended career day or job fair

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Attended a career day or job fair

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,480	44.76
1	Yes	9,926	42.39
-8	Unit non-response	2,821	12.05
-9	Missing	188	0.80
TOTALS		23,415	100.00

Variable Name: S2CLGTOUR

Record #1, Position: 2815 - 2816, Format: N2.

Variable Label: S2 C01B Attended a program at, or taken a tour of a college campus

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Attended a program at, or taken a tour of a college campus

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,915	42.34
1	Yes	10,487	44.79
-8	Unit non-response	2,821	12.05
-9	Missing	192	0.82
TOTALS		23,415	100.00

Variable Name: S2CLGCLASS

Record #1, Position: 2817 - 2818, Format: N2.

Variable Label: S2 C01C Sat in on or taken a college class

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Sat in on or taken a college class

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,192	64.88
1	Yes	5,202	22.22
-8	Unit non-response	2,821	12.05
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: S2INTERN

Record #1, Position: 2819 - 2820, Format: N2.

Variable Label: S2 C01D Participated in internship or apprenticeship related to career goals

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Participated in an internship or apprenticeship related to your career goals\*

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,189	73.41
1	Yes	3,197	13.65
-8	Unit non-response	2,821	12.05
-9	Missing	208	0.89
TOTALS		23,415	100.00

Variable Name: S2CAREERJOB

Record #1, Position: 2821 - 2822, Format: N2.

Variable Label: S2 C01E Performed paid/volunteer work in job related to career goals

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade

through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Worked or volunteered in a job related to your career goals

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,179	56.28
1	Yes	7,195	30.73
-8	Unit non-response	2,821	12.05
-9	Missing	220	0.94
TOTALS		23,415	100.00

Variable Name: S2CLGSEARCH

Record #1, Position: 2823 - 2824, Format: N2.

Variable Label: S2 C01F Searched Internet or read college guides for college options

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Searched the Internet for college options or read college guides

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,482	14.87
1	Yes	16,920	72.26
-8	Unit non-response	2,821	12.05
-9	Missing	192	0.82
TOTALS		23,415	100.00

Variable Name: S2TALKHSCNSL

Record #1, Position: 2825 - 2826, Format: N2.

Variable Label: S2 C01G Talked w/ high school counselor about options for after high school

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Talked with a high school counselor about your options for life after high school

1=Yes

0=No

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,386	31.54
1	Yes	12,994	55.49
-8	Unit non-response	2,821	12.05
-9	Missing	214	0.91
TOTALS		23,415	100.00

Variable Name: S2TALKCLGCNSL

Record #1, Position: 2827 - 2828, Format: N2.

Variable Label: S2 C01H Talked about options w/ counselor hired to prepare for college admission

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Talked about your options with a counselor hired by your family to help you prepare for college admission

1=Yes

0=No

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	No	17,852	76.24
1	Yes	2,496	10.66
-8	Unit non-response	2,821	12.05
-9	Missing	246	1.05
TOTALS		23,415	100.00

Variable Name: S2CLGEXAMPREP

Record #1, Position: 2829 - 2830, Format: N2.

Variable Label: S2 C011 Took a course to prepare for a college admission exam

Variable Description:

- \*An internship is a work-related learning experience for individuals who wish to develop hands on work experience in a certain occupational field. Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Took a course to prepare for a college admission exam such as SAT or ACT

1=Yes

0=No

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	No	11,225	47.94
1	Yes	9,146	39.06
-8	Unit non-response	2,821	12.05
-9	Missing	223	0.95
TOTALS		23,415	100.00

Variable Name: S2PSATNUM

Record #1, Position: 2831 - 2832, Format: N2.

Variable Label: S2 C02A Number of times teenager has taken the PSAT or PLAN

Variable Description:

- How many times, if any, have you taken the following tests?

PSAT or PLAN

0=Never

1=Once

2=Twice

3=3 or more times

4=You don't know what this is

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	Never	5,731	24.48
1	Once	7,553	32.26
2	Twice	4,327	18.48
3	3 or more times	1,666	7.12
4	Don't know what this is	1,022	4.36

-8	Unit non-response	2,821	12.05
-9	Missing	295	1.26
TOTALS		23,415	100.00

Variable Name: S2SATNUM

Record #1, Position: 2833 - 2834, Format: N2.

Variable Label: S2 C02B Number of times teenager has taken the SAT or ACT

Variable Description:

- How many times, if any, have you taken the following tests?

SAT or ACT

0=Never

1=Once

2=Twice

3=3 or more times

4=You don't know what this is

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Never	10,811	46.17
1	Once	6,507	27.79
2	Twice	1,817	7.76
3	3 or more times	862	3.68
4	Don't know what this is	288	1.23
-8	Unit non-response	2,821	12.05
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S2APEXAMNUM

Record #1, Position: 2835 - 2836, Format: N2.

Variable Label: S2 C02C Number of times teenager has taken any AP test

Variable Description:

- How many times, if any, have you taken the following tests?

Any Advanced Placement (AP) test

0=Never

1=Once

2=Twice

3=3 or more times

4=You don't know what this is

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Never	14,778	63.11
1	Once	2,861	12.22
2	Twice	926	3.95
3	3 or more times	713	3.05
4	Don't know what this is	810	3.46
-8	Unit non-response	2,821	12.05
-9	Missing	506	2.16
TOTALS		23,415	100.00

Variable Name: S2IBEXAMNUM

Record #1, Position: 2837 - 2838, Format: N2.

Variable Label: S2 C02D Number of times teenager has taken any IB test

Variable Description:

- How many times, if any, have you taken the following tests?

Any International Baccalaureate (IB) test

0=Never

1=Once

2=Twice

3=3 or more times

4=You don't know what this is

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	Never	17,371	74.19
1	Once	204	0.87
2	Twice	63	0.27
3	3 or more times	50	0.21
4	Don't know what this is	2,285	9.76
-8	Unit non-response	2,821	12.05
-9	Missing	621	2.65
TOTALS		23,415	100.00

Variable Name: S2CLGINFLU

Record #1, Position: 2839 - 2840, Format: N2.

Variable Label: S2 C03 Person who has had most influence on thinking about education after HS

Variable Description:

- Who has had the most influence on your thinking about education after high school, if anyone?

1=A high school counselor

2=A counselor hired by your family to help you prepare for college admission

3=A teacher

4=Your parents

5=Another family member

6=Your friends

7=Your employer

8=A military recruiter

9=A coach or scout

10=Yourself

11=No one in particular

12=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	High school counselor	561	2.40
2	Counselor hired to help prepare for college admission	51	0.22
3	Teacher	852	3.64
4	Parents	8,768	37.45
5	Another family member	1,290	5.51
6	Friends	762	3.25
7	Employer	44	0.19
8	Military recruiter	233	1.00
9	Coach or scout	337	1.44
10	Yourself	5,864	25.04
11	No one in particular	1,245	5.32
12	Don't know	458	1.96
-8	Unit non-response	2,821	12.05
-9	Missing	129	0.55
TOTALS		23,415	100.00



Variable Name: S2CAREERINFLU

Record #1, Position: 2841 - 2842, Format: N2.

Variable Label: S2 C04 Person who has had most influence on thinking about careers

Variable Description:

- Who has had the most influence on your thinking about careers, if anyone?

1=A high school counselor

3=A teacher

4=Your parents

5=Another family member

6=Your friends

7=Your employer

8=A military recruiter

9=A coach or scout

10=Yourself

11=No one in particular

12=Don't know

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	High school counselor	415	1.77
3	Teacher	1,126	4.81
4	Parents	6,936	29.62
5	Another family member	1,329	5.68
6	Friends	655	2.80
7	Employer	62	0.26
8	Military recruiter	254	1.08
9	Coach or scout	221	0.94
10	Yourself	7,639	32.62
11	No one in particular	1,378	5.89
12	Don't know	402	1.72
-8	Unit non-response	2,821	12.05
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: S2FRGRADES

Record #1, Position: 2843 - 2844, Format: N2.

Variable Label: S2 C05A How many friends get good grades

Variable Description:

- How many of your close friends...

get good grades?

0=None of them

1=Less than half

2=About half

3=More than half

4=All of them

5=Don't know

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	None of them	129	0.55
1	Less than half	1,055	4.51
2	About half	4,612	19.70
3	More than half	10,065	42.99
4	All of them	3,914	16.72
5	Don't know	641	2.74

-8	Unit non-response	2,821	12.05
-9	Missing	178	0.76
TOTALS		23,415	100.00

Variable Name: S2FRDROPOUT

Record #1, Position: 2845 - 2846, Format: N2.

Variable Label: S2 C05B How many friends have ever dropped out of high school

Variable Description:

- How many of your close friends...  
have ever dropped out of high school?

0=None of them

1=Less than half

2=About half

3=More than half

4=All of them

5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	15,179	64.83
1	Less than half	3,972	16.96
2	About half	375	1.60
3	More than half	209	0.89
4	All of them	112	0.48
5	Don't know	500	2.14
-8	Unit non-response	2,821	12.05
-9	Missing	247	1.05
TOTALS		23,415	100.00

Variable Name: S2FRCLGEXAM

Record #1, Position: 2847 - 2848, Format: N2.

Variable Label: S2 C05C How many friends have taken PSAT, SAT, PLAN or ACT

Variable Description:

- How many of your close friends...  
have taken the PSAT, SAT, PLAN or ACT?

0=None of them

1=Less than half

2=About half

3=More than half

4=All of them

5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	1,034	4.42
1	Less than half	2,433	10.39
2	About half	3,623	15.47
3	More than half	5,049	21.56
4	All of them	6,320	26.99
5	Don't know	1,904	8.13
-8	Unit non-response	2,821	12.05
-9	Missing	231	0.99
TOTALS		23,415	100.00

Variable Name: S2FROCCTRN

Record #1, Position: 2849 - 2850, Format: N2.

Variable Label: S2 C05D How many friends plan to attend school for occupational training

Variable Description:

- How many of your close friends...

plan to attend a school that provides occupational training (usually less than 2 years)?

0=None of them

1=Less than half

2=About half

3=More than half

4=All of them

5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	4,593	19.62
1	Less than half	4,299	18.36
2	About half	2,375	10.14
3	More than half	2,122	9.06
4	All of them	1,322	5.65
5	Don't know	5,662	24.18
-8	Unit non-response	2,821	12.05
-9	Missing	221	0.94
TOTALS		23,415	100.00

Variable Name: S2FR2YPUB

Record #1, Position: 2851 - 2852, Format: N2.

Variable Label: S2 C05E How many friends plan to attend 2-year community college

Variable Description:

- How many of your close friends...

plan to attend a 2-year community college?

0=None of them

1=Less than half

2=About half

3=More than half

4=All of them

5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	3,718	15.88
1	Less than half	5,568	23.78
2	About half	3,570	15.25
3	More than half	1,965	8.39
4	All of them	750	3.20
5	Don't know	4,773	20.38
-8	Unit non-response	2,821	12.05
-9	Missing	250	1.07
TOTALS		23,415	100.00

Variable Name: S2FR4Y

Record #1, Position: 2853 - 2854, Format: N2.

Variable Label: S2 C05F How many friends plan to attend 4-year college

Variable Description:

- How many of your close friends...

plan to attend a 4-year college?

0=None of them  
 1=Less than half  
 2=About half  
 3=More than half  
 4=All of them  
 5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	660	2.82
1	Less than half	2,352	10.04
2	About half	3,561	15.21
3	More than half	6,732	28.75
4	All of them	3,917	16.73
5	Don't know	3,159	13.49
-8	Unit non-response	2,821	12.05
-9	Missing	213	0.91
TOTALS		23,415	100.00

Variable Name: S2FRFTJOB

Record #1, Position: 2855 - 2856, Format: N2.

Variable Label: S2 C05G How many friends plan to get full-time job instead of education

Variable Description:

- How many of your close friends...  
 plan to have a full-time job instead of continuing their education?

0=None of them  
 1=Less than half  
 2=About half  
 3=More than half  
 4=All of them  
 5=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	None of them	6,785	28.98
1	Less than half	5,104	21.80
2	About half	1,553	6.63
3	More than half	1,352	5.77
4	All of them	928	3.96
5	Don't know	4,671	19.95
-8	Unit non-response	2,821	12.05
-9	Missing	201	0.86
TOTALS		23,415	100.00

Variable Name: S2EDUASP

Record #1, Position: 2857 - 2858, Format: N2.

Variable Label: S2 C06 How far in school teenager would like to go

Variable Description:

- If there were no barriers, how far in school would you want to go?  
 1=Less than high school completion  
 2=Complete a high school diploma, GED or alternative high school credential  
 3=Complete a certificate or diploma from a school that provides occupational training  
 4=Complete an Associate's degree  
 5=Complete a Bachelor's degree  
 6=Complete a Master's degree  
 7=Complete a Ph.D., M.D., law degree, or other high level professional degree

8=You don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Less than high school completion	165	0.70
2	Complete HS diploma/GED/alternative HS credential	1,017	4.34
3	Complete certificate/diploma from school providing occupational training	747	3.19
4	Complete Associate's degree	807	3.45
5	Complete Bachelor's degree	3,285	14.03
6	Complete Master's degree	5,322	22.73
7	Complete Ph.D./M.D./law degree/other high level professional degree	7,316	31.24
8	Don't know	1,902	8.12
-8	Unit non-response	2,821	12.05
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: S2EDUEXP

Record #1, Position: 2859 - 2860, Format: N2.

Variable Label: S2 C07 How far in school teenager thinks he/she will get

Variable Description:

- As things stand now, how far in school do you think you will actually get?

1=Less than high school completion

2=Complete a high school diploma, GED or alternative high school credential

3=Start, but not complete a certificate or diploma from a school that provides occupational training

4=Complete a certificate or diploma from a school that provides occupational training

5=Start, but not complete an Associate's degree

6=Complete an Associate's degree

7=Start, but not complete a Bachelor's degree

8=Complete a Bachelor's degree

9=Start, but not complete a Master's degree

10=Complete a Master's degree

11=Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree

12=Complete a Ph.D., M.D., law degree, or other high level professional degree

13=You don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Less than high school completion	115	0.49
2	Complete HS diploma/GED/alternative HS credential	1,720	7.35
3	Start, but not complete certificate/diploma from school providing occupational training	106	0.45
4	Complete certificate/diploma from school providing occupational training	1,035	4.42
5	Start, but not complete Associate's degree	167	0.71
6	Complete Associate's degree	1,835	7.84
7	Start, but not complete Bachelor's degree	239	1.02
8	Complete Bachelor's degree	5,483	23.42
9	Start, but not complete Master's degree	311	1.33
10	Complete Master's degree	4,355	18.60
11	Start, but not complete Ph.D./M.D./law degree/high level professional degree	170	0.73
12	Complete Ph.D./M.D./law degree/other high level professional degree	2,923	12.48
13	Don't know	2,104	8.99
-8	Unit non-response	2,821	12.05
-9	Missing	31	0.13

TOTALS		23,415	100.00
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Variable Name: S2SUREDIPL

Record #1, Position: 2861 - 2862, Format: N2.

Variable Label: S2 C08 How sure teenager is that he/she will receive high school diploma

Variable Description:

- How sure are you that you will receive a high school diploma?

1=Very sure you will

2=You probably will

3=You probably won't

4=Very sure you won't

Administered To: Respondents who did not already graduate high school.

Code	Value Label	Frequency	Percentage
1	Very sure you will	17,888	76.40
2	You probably will	1,937	8.27
3	You probably won't	255	1.09
4	Very sure you won't	161	0.69
-7	Item legitimate skip/NA	189	0.81
-8	Unit non-response	2,821	12.05
-9	Missing	164	0.70
TOTALS		23,415	100.00

Variable Name: S2SUREBA

Record #1, Position: 2863 - 2864, Format: N2.

Variable Label: S2 C09 How sure teenager is that he/she will pursue Bachelor's degree

Variable Description:

- How sure are you that you will pursue a Bachelor's degree?

1=Very sure you will

2=You probably will

3=You probably won't

4=Very sure you won't

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Very sure you will	9,893	42.25
2	You probably will	6,919	29.55
3	You probably won't	2,643	11.29
4	Very sure you won't	806	3.44
-8	Unit non-response	2,821	12.05
-9	Missing	333	1.42
TOTALS		23,415	100.00

Variable Name: S2REQOCCTRAIN

Record #1, Position: 2865 - 2866, Format: N2.

Variable Label: S2 C10A Will meet requirements for school for occupation training by summer 2013

Variable Description:

- By the summer of 2013, do you think you will have met the minimum requirements needed for admission to... a school that provides occupational training, usually less than 2 years?

1=Yes

2=No

3=Don't Know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
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1	Yes	15,754	67.28
2	No	1,065	4.55
3	Don't Know	3,106	13.27
-8	Unit non-response	2,821	12.05
-9	Missing	669	2.86
TOTALS		23,415	100.00

Variable Name: S2REQ2YR

Record #1, Position: 2867 - 2868, Format: N2.

Variable Label: S2 C10B Will meet requirements for 2-year community college by summer 2013

Variable Description:

- By the summer of 2013, do you think you will have met the minimum requirements needed for admission to...  
a 2-year community college?

1=Yes

2=No

3=Don't Know

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	16,830	71.88
2	No	1,297	5.54
3	Don't Know	1,849	7.90
-8	Unit non-response	2,821	12.05
-9	Missing	618	2.64
TOTALS		23,415	100.00

Variable Name: S2REQTYP4YR

Record #1, Position: 2869 - 2870, Format: N2.

Variable Label: S2 C10C Will meet requirements for typical 4-year college by summer 2013

Variable Description:

- By the summer of 2013, do you think you will have met the minimum requirements needed for admission to...  
a typical 4-year college?

1=Yes

2=No

3=Don't Know

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	14,551	62.14
2	No	2,131	9.10
3	Don't Know	3,536	15.10
-8	Unit non-response	2,821	12.05
-9	Missing	376	1.61
TOTALS		23,415	100.00

Variable Name: S2REQSEL4YR

Record #1, Position: 2871 - 2872, Format: N2.

Variable Label: S2 C10D Will meet requirements for selective 4-year college by summer 2013

Variable Description:

- By the summer of 2013, do you think you will have met the minimum requirements needed for admission to...  
a highly selective 4-year college such as Harvard University?

1=Yes

2=No

3=Don't Know

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	2,742	11.71
2	No	10,302	44.00
3	Don't Know	6,841	29.22
-8	Unit non-response	2,821	12.05
-9	Missing	709	3.03
TOTALS		23,415	100.00

Variable Name: S2IMPCOURSES

Record #1, Position: 2873 - 2874, Format: N2.

Variable Label: S2 C11A Importance of HS courses for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Which high school courses you took

1=Very important

2=Somewhat important

3=Not at all important

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	12,915	55.16
2	Somewhat important	7,060	30.15
3	Not at all important	378	1.61
-8	Unit non-response	2,821	12.05
-9	Missing	241	1.03
TOTALS		23,415	100.00

Variable Name: S2IMPGRADES

Record #1, Position: 2875 - 2876, Format: N2.

Variable Label: S2 C11B Importance of HS grades for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Your high school grades

1=Very important

2=Somewhat important

3=Not at all important

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	17,664	75.44
2	Somewhat important	2,560	10.93
3	Not at all important	153	0.65
-8	Unit non-response	2,821	12.05
-9	Missing	217	0.93
TOTALS		23,415	100.00

Variable Name: S2IMPCLGEXAM

Record #1, Position: 2877 - 2878, Format: N2.

Variable Label: S2 C11C Importance of SAT/ACT for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Your SAT or ACT scores

1=Very important

2=Somewhat important

3=Not at all important



Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	17,221	73.55
2	Somewhat important	2,782	11.88
3	Not at all important	305	1.30
-8	Unit non-response	2,821	12.05
-9	Missing	286	1.22
TOTALS		23,415	100.00

Variable Name: S2IMPACTIVITY

Record #1, Position: 2879 - 2880, Format: N2.

Variable Label: S2 C11D Importance of activities for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Your participation in sports, clubs, and other student activities

1=Very important

2=Somewhat important

3=Not at all important

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	7,016	29.96
2	Somewhat important	11,512	49.17
3	Not at all important	1,808	7.72
-8	Unit non-response	2,821	12.05
-9	Missing	258	1.10
TOTALS		23,415	100.00

Variable Name: S2IMPRECS

Record #1, Position: 2881 - 2882, Format: N2.

Variable Label: S2 C11E Importance of recommendations for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Recommendations from your teachers or other school staff

1=Very important

2=Somewhat important

3=Not at all important

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	10,604	45.29
2	Somewhat important	8,759	37.41
3	Not at all important	969	4.14
-8	Unit non-response	2,821	12.05
-9	Missing	262	1.12
TOTALS		23,415	100.00

Variable Name: S2IMPWORKEXP

Record #1, Position: 2883 - 2884, Format: N2.

Variable Label: S2 C11F Importance of work experience for getting into typical 4-year college

Variable Description:

- How important do you think each of the following is for getting into a typical 4-year college ?

Your work experience while in high school

1=Very important

2=Somewhat important

3=Not at all important

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	6,632	28.32
2	Somewhat important	10,551	45.06
3	Not at all important	3,150	13.45
-8	Unit non-response	2,821	12.05
-9	Missing	261	1.11
TOTALS		23,415	100.00

Variable Name: S2CLG2013

Record #1, Position: 2885 - 2886, Format: N2.

Variable Label: S2 C12A Expects to continue education after HS in fall 2013

Variable Description:

- The next series of questions are about what you are most likely to be doing in the fall of 2013.

Which of the following activities do you expect to be doing at that time?

Continuing your education after high school

1=Yes

2=No

3=Don't Know

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	17,827	76.13
2	No	1,231	5.26
3	Don't Know	1,487	6.35
-8	Unit non-response	2,821	12.05
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: S2WORK2013

Record #1, Position: 2887 - 2888, Format: N2.

Variable Label: S2 C12B Expects to work in fall 2013

Variable Description:

- The next series of questions are about what you are most likely to be doing in the fall of 2013.

Which of the following activities do you expect to be doing at that time?

Working

1=Yes

2=No

3=Don't Know

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	15,607	66.65
2	No	2,270	9.69
3	Don't Know	2,667	11.39
-8	Unit non-response	2,821	12.05
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: S2SERVE2013

Record #1, Position: 2889 - 2890, Format: N2.

Variable Label: S2 C12C Expects to serve in the military in fall 2013

Variable Description:

- The next series of questions are about what you are most likely to be doing in the fall of 2013.

Which of the following activities do you expect to be doing at that time?

Serving in the military

1=Yes

2=No

3=Don't Know

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,359	5.80
2	No	16,477	70.37
3	Don't Know	2,708	11.57
-8	Unit non-response	2,821	12.05
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: S2FAMILY2013

Record #1, Position: 2891 - 2892, Format: N2.

Variable Label: S2 C12D Expects to start family/take care of children in fall 2013

Variable Description:

- The next series of questions are about what you are most likely to be doing in the fall of 2013.

Which of the following activities do you expect to be doing at that time?

Starting a family or taking care of your children

1=Yes

2=No

3=Don't Know

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,656	7.07
2	No	16,949	72.39
3	Don't Know	1,938	8.28
-8	Unit non-response	2,821	12.05
-9	Missing	51	0.22
TOTALS		23,415	100.00

Variable Name: S2HS2013

Record #1, Position: 2893 - 2894, Format: N2.

Variable Label: S2 C12E Expects to attend HS or GED completion course in fall 2013

Variable Description:

- The next series of questions are about what you are most likely to be doing in the fall of 2013.

Which of the following activities do you expect to be doing at that time?

Attending high school or a GED completion course

1=Yes

2=No

3=Don't Know

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	2,627	11.22
2	No	15,995	68.31

3	Don't Know	1,733	7.40
-7	Item legitimate skip/NA	189	0.81
-8	Unit non-response	2,821	12.05
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: S2FOCUS2013

Record #1, Position: 2895 - 2896, Format: N2.

Variable Label: S2 C13 Main focus in fall 2013

Variable Description:

- What is most likely to be your main focus?

1=Continuing your education after high school

2=Working

3=Serving in the military

4=Starting a family or taking care of your children

6=Attending high school or a GED completion course

Note: Response options were customized such that only the response options chosen in S2 C12 were displayed.

Administered To: Respondents who selected more than one activity in S2C12.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Continuing education after high school	11,824	50.50
2	Working	1,418	6.06
3	Serving in the military	663	2.83
4	Starting family/taking care of children	321	1.37
5	Attending high school/GED completion course	614	2.62
-7	Item legitimate skip/NA	5,550	23.70
-8	Unit non-response	2,821	12.05
-9	Missing	204	0.87
TOTALS		23,415	100.00

Variable Name: S2MOSTIMP2013

Record #1, Position: 2897 - 2898, Format: N2.

Variable Label: S2 C14 What parents think is most important to do in fall 2013

Variable Description:

- Which of these activities do your parents think is most important for you to do in the fall of 2013?

1=Continuing your education after high school

2=Working

3=Serving in the military

4=Starting a family or taking care of your children

5=Attending high school or a GED completion course

Note: Response options were customized such that option 5 was not displayed if the respondent graduated high school early.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Continuing education after high school	17,437	74.47
2	Working	1,637	6.99
3	Serving in the military	455	1.94
4	Starting family/taking care of children	135	0.58
5	Attending high school/GED completion course	762	3.25
-8	Unit non-response	2,821	12.05
-9	Missing	168	0.72
TOTALS		23,415	100.00

Variable Name: S2WORKFT2013

Record #1, Position: 2899 - 2900, Format: N2.

Variable Label: S2 C15 Expects to work full-time or part-time in fall 2013

Variable Description:

- Do you expect to be working full-time or part-time in the fall of 2013?

1=Full-time

2=Part-time

3=Don't know

Administered To: Respondents who indicated that they planned to work in the fall of 2013 (S2WORK2013=1).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Full-time	2,606	11.13
2	Part-time	11,054	47.21
3	Don't know	1,862	7.95
-7	Item legitimate skip/NA	4,937	21.08
-8	Unit non-response	2,821	12.05
-9	Missing	135	0.58
TOTALS		23,415	100.00

Variable Name: S2ACTDUTY2013

Record #1, Position: 2901 - 2902, Format: N2.

Variable Label: S2 C16 Expects to be on active duty in fall 2013

Variable Description:

- Will you be on active military duty in the fall of 2013?

1=Yes

2=No

3=Don't Know

Administered To: Respondents who indicated that they planned to serve in the military in the fall of 2013 (S2SERVE2013=1).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	408	1.74
2	No	286	1.22
3	Don't Know	656	2.80
-7	Item legitimate skip/NA	19,185	81.93
-8	Unit non-response	2,821	12.05
-9	Missing	59	0.25
TOTALS		23,415	100.00

Variable Name: S2DEGREE2013

Record #1, Position: 2903 - 2904, Format: N2.

Variable Label: S2 C17 Type of program plans to enroll in fall 2013

Variable Description:

- What type of program do you plan to enroll in for the fall of 2013?

1=Certificate or diploma program at a school that provides occupational training (usually less than 2 years)

2=Associate's degree program

3=Bachelor's degree program

4=You haven't thought about this yet

Administered To: Respondents who indicated that they planned to attend a postsecondary institution in the fall of 2013.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Certificate/diploma program at a school providing occupational training	1,353	5.78
2	Associate's degree program	2,659	11.36
3	Bachelor's degree program	7,955	33.97
4	Haven't thought about this yet	5,771	24.65
-7	Item legitimate skip/NA	2,718	11.61

-8	Unit non-response	2,821	12.05
-9	Missing	138	0.59
TOTALS		23,415	100.00

Variable Name: S2CLGFT2013

Record #1, Position: 2905 - 2906, Format: N2.

Variable Label: S2 C18 Plans to enroll in college/school full-time or part-time in fall 2013

Variable Description:

- Do you plan to enroll full-time or part-time in the fall of 2013?

1=Full-time

2=Part-time

3=Don't know

Administered To: Respondents who indicated that they planned to attend a postsecondary institution in the fall of 2013.

Code	Value Label	Frequency	Percentage
1	Full-time	11,433	48.83
2	Part-time	3,373	14.41
3	Don't know	2,923	12.48
-7	Item legitimate skip/NA	2,718	11.61
-8	Unit non-response	2,821	12.05
-9	Missing	147	0.63
TOTALS		23,415	100.00

Variable Name: S2TYPEPS2013

Record #1, Position: 2907 - 2908, Format: N2.

Variable Label: S2 C19 Level of college/school teen most likely to attend in 2013

Variable Description:

- In the fall of 2013, are you most likely to attend a school that provides occupational training, a 2-year college, a 4-year college, or have you not thought about this yet?

1=A school that provides occupational training (usually less than 2 years)

2=2-year college

3=4-year college

4=You haven't thought about this yet

Administered To: Respondents who indicated that they planned to attend a postsecondary institution in the fall of 2013, but did not indicate they were planning on enrolling in a Bachelor's degree program.

Programming Note: S2TYPEPS2013 set to 3 (4-year college) where S2DEGREE2013=3 (bachelors degree program)

Code	Value Label	Frequency	Percentage
1	School providing occupational training	791	3.38
2	2-year college	2,529	10.80
3	4-year college	12,569	53.68
4	Haven't thought about this yet	1,870	7.99
-7	Item legitimate skip/NA	2,718	11.61
-8	Unit non-response	2,821	12.05
-9	Missing	117	0.50
TOTALS		23,415	100.00

Variable Name: S2PUBPRV2013

Record #1, Position: 2909 - 2910, Format: N2.

Variable Label: S2 C20 Teen more likely to go to public or private college/school in 2013

Variable Description:

- Are you more likely to attend a public or private [school that provides occupational training/2-year college/4-year college], or have you not thought about this yet?

1=Public

2=Private

3=You haven't thought about this yet

Administered To: Respondents who indicated they had plans to attend a school that provides occupational training, a 2-year college, or 4-year college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	10,167	43.42
2	Private	2,379	10.16
3	Haven't thought about this yet	3,266	13.95
-7	Item legitimate skip/NA	4,588	19.59
-8	Unit non-response	2,821	12.05
-9	Missing	194	0.83
TOTALS		23,415	100.00

Variable Name: S2INOUTST2013

Record #1, Position: 2911 - 2912, Format: N2.

Variable Label: S2 C21 Teen more likely to go to in-state/out-of-state college/school in 2013

Variable Description:

- Are you more likely to attend an in-state or out-of-state [school that provides occupational training/2-year college/4-year college], or have you not thought about this yet?

1=In-state

2=Out-of-state

3=You haven't thought about this yet

Administered To: Respondents who indicated they had plans to attend a school that provides occupational training, a 2-year college, or 4-year college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-state	9,865	42.13
2	Out-of-state	4,065	17.36
3	Haven't thought about this yet	1,839	7.85
-7	Item legitimate skip/NA	4,588	19.59
-8	Unit non-response	2,821	12.05
-9	Missing	237	1.01
TOTALS		23,415	100.00

Variable Name: S2LIKELYCLGID

Record #1, Position: 2913 - 2918, Format: N6.

Variable Label: S2 C22 IPEDS ID of teen's most likely college/school to attend in 2013

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [school that provides occupational training/2-year college/4-year college/school or college] are you most likely to attend? (Please type in the full name. Do not use abbreviations.)

IPEDS ID determined for the institution information provided.

Administered To: Respondents who indicated they had plans to attend a school that provides occupational training, a 2-year college, or 4-year college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CERTAINCLG

Record #1, Position: 2919 - 2920, Format: N2.

Variable Label: S2 C23 How certain teenager is to attend most likely college/school

Variable Description:

- How certain are you that you will attend [most likely college]?

1=Very certain

2=Fairly certain

3=Not certain

Administered To: Respondents who provided the school name they planned to attend.

Code	Value Label	Frequency	Percentage
1	Very certain	3,161	13.50
2	Fairly certain	6,454	27.56
3	Not certain	1,672	7.14
-7	Item legitimate skip/NA	8,916	38.08
-8	Unit non-response	2,821	12.05
-9	Missing	391	1.67
TOTALS		23,415	100.00

Variable Name: S2FIRSTCHOICE

Record #1, Position: 2921 - 2922, Format: N2.

Variable Label: S2 C24 Most likely college/school is teen's first choice not considering cost

Variable Description:

- If cost were not a consideration, would [most likely college] be your first choice for a school or college?

1=Yes

2=No

3=Don't Know

Note: Question wording has been customized such that the college name selected in S2 C22 was displayed in place of "most likely college"

Administered To: Respondents who provided the school name they planned to attend.

Code	Value Label	Frequency	Percentage
1	Yes	6,623	28.29
2	No	2,995	12.79
3	Don't Know	1,683	7.19
-7	Item legitimate skip/NA	8,916	38.08
-8	Unit non-response	2,821	12.05
-9	Missing	377	1.61
TOTALS		23,415	100.00

Variable Name: S2CHOICECLGID

Record #1, Position: 2923 - 2928, Format: N6.

Variable Label: S2 C25 IPEDS ID of teen's first choice college/school not considering cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If cost were not a consideration, what school or college would be your first choice?

(Please type in the full name. Do not use abbreviations.)

IPEDS ID determined for the institution information provided.

Administered To: Respondents who indicated that the school they planned to attend was not their first choice.

Programming Note: Where S2FIRSTCHOICE=1 the ID from S2LIKELYCLGID is filled into S2CHOICECLGID. Where S2FIRSTCHOICE=3 (don't know) S2CHOICECLGID is set to -1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2REPUTATION

Record #1, Position: 2929 - 2930, Format: N2.

Variable Label: S2 C26A Importance of academic quality/reputation when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Academic quality or reputation

1=Very important



2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	14,955	63.87
2	Somewhat important	4,340	18.54
3	Not at all important	386	1.65
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	283	1.21
TOTALS		23,415	100.00

Variable Name: S2COSTATTEND

Record #1, Position: 2931 - 2932, Format: N2.

Variable Label: S2 C26B Importance of cost of attendance when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Cost of attendance

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	12,984	55.45
2	Somewhat important	5,995	25.60
3	Not at all important	706	3.02
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	279	1.19
TOTALS		23,415	100.00

Variable Name: S2JOBPLC

Record #1, Position: 2933 - 2934, Format: N2.

Variable Label: S2 C26C Importance of job placement when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

A good record of placing graduates in jobs

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	14,395	61.48

2	Somewhat important	4,927	21.04
3	Not at all important	359	1.53
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	283	1.21
TOTALS		23,415	100.00

Variable Name: S2GRADSCHPLC

Record #1, Position: 2935 - 2936, Format: N2.

Variable Label: S2 C26D Importance of graduate school placement when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

A good record of placing graduates in graduate or professional schools

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	11,298	48.25
2	Somewhat important	7,405	31.63
3	Not at all important	957	4.09
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	304	1.30
TOTALS		23,415	100.00

Variable Name: S2PLAYSPORTS

Record #1, Position: 2937 - 2938, Format: N2.

Variable Label: S2 C26E Importance of opportunity to play sports when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Opportunity to play sports

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	4,410	18.83
2	Somewhat important	7,526	32.14
3	Not at all important	7,748	33.09
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	280	1.20
TOTALS		23,415	100.00

Variable Name: S2FAMREC

Record #1, Position: 2939 - 2940, Format: N2.

Variable Label: S2 C26F Importance of family/friend recommendations when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Recommended by family or friends

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	4,574	19.53
2	Somewhat important	11,439	48.85
3	Not at all important	3,675	15.70
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	276	1.18
TOTALS		23,415	100.00

Variable Name: S2CLOSEHOME

Record #1, Position: 2941 - 2942, Format: N2.

Variable Label: S2 C26G Importance of being close to home when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Close to home

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	4,938	21.09
2	Somewhat important	9,154	39.09
3	Not at all important	5,631	24.05
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	241	1.03
TOTALS		23,415	100.00

Variable Name: S2FARHOME

Record #1, Position: 2943 - 2944, Format: N2.

Variable Label: S2 C26H Importance of being far from home when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Far away from home

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	2,169	9.26
2	Somewhat important	8,096	34.58
3	Not at all important	9,402	40.15
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	297	1.27
TOTALS		23,415	100.00

Variable Name: S2OFFERSPGRM

Record #1, Position: 2945 - 2946, Format: N2.

Variable Label: S2 C26I Importance of program of study when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Offers a particular program of study

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	14,720	62.87
2	Somewhat important	4,440	18.96
3	Not at all important	495	2.11
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S2SOCIALIFE

Record #1, Position: 2947 - 2948, Format: N2.

Variable Label: S2 C26J Importance of good social life when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Good social life

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	10,299	43.98
2	Somewhat important	7,879	33.65

3	Not at all important	1,505	6.43
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	281	1.20
TOTALS		23,415	100.00

Variable Name: S2SPIRIT

Record #1, Position: 2949 - 2950, Format: N2.

Variable Label: S2 C26K Importance of sports teams/school spirit when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

Good sports teams or school spirit

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	6,300	26.91
2	Somewhat important	8,430	36.00
3	Not at all important	4,948	21.13
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	286	1.22
TOTALS		23,415	100.00

Variable Name: S2FAMILYWENT

Record #1, Position: 2951 - 2952, Format: N2.

Variable Label: S2 C26L Importance of family legacy when choosing college/school

Variable Description:

- How important to you [will/would] each of the following characteristics be when choosing a school or college to attend after high school?

A family member went there

1=Very important

2=Somewhat important

3=Not at all important

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would" If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: Respondents who reported wanting to attend postsecondary education if there were no barriers.

Code	Value Label	Frequency	Percentage
1	Very important	1,623	6.93
2	Somewhat important	5,492	23.46
3	Not at all important	12,537	53.54
-7	Item legitimate skip/NA	630	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	312	1.33
TOTALS		23,415	100.00

Variable Name: S2COST2YPUB

Record #1, Position: 2953 - 2958, Format: N6.

Variable Label: S2 C27 Cost of tuition/mandatory fees at public in-state 2-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Now we will ask you to estimate the cost of one year's tuition and required fees at different types of colleges. For each of your estimates, please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

What is your best estimate of the cost of one year's tuition and required fees at a public 2-year community college in your state ?

\$ per year

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
C	2000 - 100000	9,021	38.53
-1	Don't Know	11,276	48.16
-8	Unit non-response	2,821	12.05
-9	Missing	297	1.27
TOTALS		23,415	100.00

Variable Name: S2COST4YPUB

Record #1, Position: 2959 - 2964, Format: N6.

Variable Label: S2 C28 Cost of tuition/mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and required fees at a public 4-year college in your state ?

(Please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.)

\$ per year

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
C	2000 - 100000	10,254	43.79
-1	Don't Know	9,918	42.36
-8	Unit non-response	2,821	12.05
-9	Missing	422	1.80
TOTALS		23,415	100.00

Variable Name: S2COST4YPRV

Record #1, Position: 2965 - 2970, Format: N6.

Variable Label: S2 C29 Cost of tuition/mandatory fees at typical private 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and required fees at a typical private 4-year college ?

(Please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.)

\$ per year

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
C	5000 - 100000	9,770	41.73
-1	Don't Know	10,371	44.29
-8	Unit non-response	2,821	12.05
-9	Missing	453	1.93
TOTALS		23,415	100.00

Variable Name: S2AIDTALKPAR

Record #1, Position: 2971 - 2972, Format: N2.

Variable Label: S2 C30 # of conversations with parents about financial aid in last year

Variable Description:

- In the past year, how many conversations have you had about financial aid for college with your parents?

1=None

2=One to three

3=Four or more

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	None	6,705	28.64
2	One to three	9,300	39.72
3	Four or more	4,418	18.87
-8	Unit non-response	2,821	12.05
-9	Missing	171	0.73
TOTALS		23,415	100.00

Variable Name: S2QUALNEED

Record #1, Position: 2973 - 2974, Format: N2.

Variable Label: S2 C31A Will qualify for financial aid based on financial need

Variable Description:

- For which types of financial aid do you think you [will/would] qualify?

Financial aid based on financial need

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	8,758	37.40
2	No	5,274	22.52
3	Don't Know	6,197	26.47
-8	Unit non-response	2,821	12.05
-9	Missing	365	1.56
TOTALS		23,415	100.00

Variable Name: S2QUALACHIEVE

Record #1, Position: 2975 - 2976, Format: N2.

Variable Label: S2 C31B Will qualify for financial aid based on academic achievement

Variable Description:

- For which types of financial aid do you think you [will/would] qualify?

Financial aid based on academic achievement such as good grades or college admission test scores

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	11,132	47.54
2	No	3,608	15.41
3	Don't Know	5,526	23.60
-8	Unit non-response	2,821	12.05
-9	Missing	328	1.40

TOTALS		23,415	100.00
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Variable Name: S2QUALATHLETE

Record #1, Position: 2977 - 2978, Format: N2.

Variable Label: S2 C31C Will qualify for athletic scholarship

Variable Description:

- For which types of financial aid do you think you [will/would] qualify?

Financial aid through an athletic scholarship

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	3,930	16.78
2	No	11,583	49.47
3	Don't Know	4,670	19.94
-8	Unit non-response	2,821	12.05
-9	Missing	411	1.76
TOTALS		23,415	100.00

Variable Name: S2QUALGOVLOAN

Record #1, Position: 2979 - 2980, Format: N2.

Variable Label: S2 C31D Will qualify for federal or state loans

Variable Description:

- For which types of financial aid do you think you [will/would] qualify?

Federal or state loans

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	7,390	31.56
2	No	4,672	19.95
3	Don't Know	8,164	34.87
-8	Unit non-response	2,821	12.05
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S2QUALPRVLOAN

Record #1, Position: 2981 - 2982, Format: N2.

Variable Label: S2 C31E Will qualify for private loans

Variable Description:

- For which types of financial aid do you think you [will/would] qualify?

Private loans

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.



Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	4,290	18.32
2	No	6,262	26.74
3	Don't Know	9,609	41.04
-8	Unit non-response	2,821	12.05
-9	Missing	433	1.85
TOTALS		23,415	100.00

Variable Name: S2NOQUALFAM

Record #1, Position: 2983 - 2984, Format: N2.

Variable Label: S2 C32A Won't qualify for financial aid because family member didn't qualify

Variable Description:

- Why do you think you [will/would] not qualify for any kind of financial aid? Is it because ... another family member did not qualify?

1=Yes

0=No

Note: Question and item wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Applies to: Respondents who indicated they may not or did not know if they would qualify for financial aid.

Code	Value Label	Frequency	Percentage
0	No	3,415	14.58
1	Yes	361	1.54
-7	Item legitimate skip/NA	16,422	70.13
-8	Unit non-response	2,821	12.05
-9	Missing	396	1.69
TOTALS		23,415	100.00

Variable Name: S2NOQUALCRED

Record #1, Position: 2985 - 2986, Format: N2.

Variable Label: S2 C32B Won't qualify for financial aid because of credit score

Variable Description:

- Why do you think you [will/would] not qualify for any kind of financial aid? Is it because ... you have concerns about a credit score?

1=Yes

0=No

Note: Question and item wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Applies to: Respondents who indicated they may not or did not know if they would qualify for financial aid.

Code	Value Label	Frequency	Percentage
0	No	3,356	14.33
1	Yes	432	1.84
-7	Item legitimate skip/NA	16,422	70.13
-8	Unit non-response	2,821	12.05
-9	Missing	384	1.64
TOTALS		23,415	100.00

Variable Name: S2NOQUALINC

Record #1, Position: 2987 - 2988, Format: N2.

Variable Label: S2 C32C Won't qualify for financial aid because income is too high

Variable Description:

- Why do you think you [will/would] not qualify for any kind of financial aid? Is it because ...  
your family's income is too high?

1=Yes

0=No

Note: Question and item wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Applies to: Respondents who indicated they may not or did not know if they would qualify for financial aid.

Code	Value Label	Frequency	Percentage
0	No	2,766	11.81
1	Yes	992	4.24
-7	Item legitimate skip/NA	16,422	70.13
-8	Unit non-response	2,821	12.05
-9	Missing	414	1.77
TOTALS		23,415	100.00

Variable Name: S2NOQUALGPA

Record #1, Position: 2989 - 2990, Format: N2.

Variable Label: S2 C32D Won't qualify for financial aid because grades or test scores too low

Variable Description:

- Why do you think you [will/would] not qualify for any kind of financial aid? Is it because ...  
your grades or test scores will be too low?

1=Yes

0=No

Note: Question and item wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will" displays in place of "will/would". If the respondent indicated that they did not plan on continuing their education, "would" displays.

Applies to: Respondents who indicated they may not or did not know if they would qualify for financial aid.

Code	Value Label	Frequency	Percentage
0	No	2,218	9.47
1	Yes	1,559	6.66
-7	Item legitimate skip/NA	16,422	70.13
-8	Unit non-response	2,821	12.05
-9	Missing	395	1.69
TOTALS		23,415	100.00

Variable Name: S2NOQUALPT

Record #1, Position: 2991 - 2992, Format: N2.

Variable Label: S2 C32E Won't qualify for financial aid because will attend part-time

Variable Description:

- [Will you/If you were to continue your education after high school, would you] complete a FAFSA to apply for financial aid?  
you [will/would] attend school or college part-time?

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will you" displayed otherwise "If you were to continue your education after high school, would you" displayed if the respondent indicated that they did not plan on continuing their education. Response option wording was customized such that "will" displayed if respondent indicated they planned on starting some postsecondary education, otherwise "would" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
0	No	3,159	13.49
1	Yes	599	2.56
-7	Item legitimate skip/NA	16,422	70.13

-8	Unit non-response	2,821	12.05
-9	Missing	414	1.77
TOTALS		23,415	100.00

Variable Name: S2APPLYAID

Record #1, Position: 2993 - 2994, Format: N2.

Variable Label: S2 C33 Will complete a FAFSA

Variable Description:

- [Will you/If you were to continue your education after high school, would you] complete a FAFSA to apply for financial aid?

1=Yes

2=No

3=You don't know what a FAFSA is

4=You haven't thought about this yet

5=You don't know if you [will/would] apply

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education in previous questions "will you" displayed otherwise "If you were to continue your education after high school, would you" displayed if the respondent indicated that they did not plan on continuing their education. Response option wording was customized such that "will" displayed if respondent indicated they planned on starting some postsecondary education, otherwise "would" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	6,284	26.84
2	No	1,020	4.36
3	Don't know what a FAFSA is	9,429	40.27
4	Haven't thought about this yet	2,350	10.04
5	Don't know if will/would apply	1,306	5.58
-8	Unit non-response	2,821	12.05
-9	Missing	205	0.88
TOTALS		23,415	100.00

Variable Name: S2INELIGIBLE

Record #1, Position: 2995 - 2996, Format: N2.

Variable Label: S2 C34A Won't apply for financial aid because may be ineligible/unqualified

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You or your family think you may be ineligible or may not qualify.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	1,294	5.53
1	Yes	946	4.04
-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	291	1.24
TOTALS		23,415	100.00

Variable Name: S2CANAFFORD

Record #1, Position: 2997 - 2998, Format: N2.

Variable Label: S2 C34B Won't apply for financial aid because can afford college without it

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You or your family can afford school or college without financial aid.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	1,213	5.18
1	Yes	1,036	4.42
-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	282	1.20
TOTALS		23,415	100.00

Variable Name: S2DKHOWAPPLY

Record #1, Position: 2999 - 3000, Format: N2.

Variable Label: S2 C34C Won't apply for financial aid because does not know how

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You or your family do not know how to apply for financial aid.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	1,908	8.15
1	Yes	345	1.47
-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	278	1.19
TOTALS		23,415	100.00

Variable Name: S2NODEBT

Record #1, Position: 3001 - 3002, Format: N2.

Variable Label: S2 C34D Won't apply for financial aid because you don't want debt

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You or your family do not want to take on debt.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	1,407	6.01
1	Yes	843	3.60

-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	281	1.20
TOTALS		23,415	100.00

Variable Name: S2FORMSDIFF

Record #1, Position: 3003 - 3004, Format: N2.

Variable Label: S2 C34E Won't apply for financial aid because forms are too difficult

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You or your family think the application forms are too difficult.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	2,092	8.93
1	Yes	159	0.68
-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	280	1.20
TOTALS		23,415	100.00

Variable Name: S2NOPLANS

Record #1, Position: 3005 - 3006, Format: N2.

Variable Label: S2 C34F Won't apply for financial aid because don't plan to continue education

Variable Description:

- What are the reasons you [will/may/would/might] not apply for financial aid?

You do not plan to continue your education after high school.

1=Yes

0=No

Note: Question wording was customized such that if the respondent indicated that they planned on starting some postsecondary education and would not apply for financial aid in previous questions, "will" displayed. If the respondent indicated that they planned on starting postsecondary education and did not know if they would apply for financial aid, "may" was displayed. If the respondent only indicated they would not apply for financial aid, "would" displayed, otherwise "might" displayed.

Administered To: Respondents who indicated they would not, or did not know if they would, apply for financial aid.

Code	Value Label	Frequency	Percentage
0	No	1,917	8.19
1	Yes	326	1.39
-7	Item legitimate skip/NA	18,063	77.14
-8	Unit non-response	2,821	12.05
-9	Missing	288	1.23
TOTALS		23,415	100.00

Variable Name: S2MAXBORROW

Record #1, Position: 3007 - 3008, Format: N2.

Variable Label: S2 C35 Maximum amount willing to borrow per year

Variable Description:

- What is the maximum amount you [are/would be] willing to borrow per year to pay for school or college?

1=None

2=\$1 - \$500

3=\$501 - \$1,000

4=\$1,001 - \$2,000  
 5=\$2,001 - \$5,000  
 6=\$5,001 - \$10,000  
 7=\$10,001 - \$15,000  
 8=\$15,001 - \$25,000  
 9=\$25,001 - \$35,000  
 10=More than \$35,000  
 11=Don't know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "are" displayed, otherwise "would be" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	None	1,466	6.26
2	\$1 - \$500	415	1.77
3	\$501 - \$1,000	907	3.87
4	\$1,001 - \$2,000	1,305	5.57
5	\$2,001 - \$5,000	2,379	10.16
6	\$5,001 - \$10,000	2,240	9.57
7	\$10,001 - \$15,000	1,176	5.02
8	\$15,001 - \$25,000	805	3.44
9	\$25,001 - \$35,000	389	1.66
10	More than \$35,000	354	1.51
11	Don't know	8,956	38.25
-8	Unit non-response	2,821	12.05
-9	Missing	202	0.86
TOTALS		23,415	100.00

Variable Name: S2AFFOCCTR

Record #1, Position: 3009 - 3010, Format: N2.

Variable Label: S2 C36A Can afford school that provides occupational training

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a school that provides occupational training?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	14,372	61.38
2	No	1,671	7.14
3	Don't Know	3,985	17.02
-8	Unit non-response	2,821	12.05
-9	Missing	566	2.42
TOTALS		23,415	100.00

Variable Name: S2AFF2YPUB

Record #1, Position: 3011 - 3012, Format: N2.

Variable Label: S2 C36B Can afford 2-year community college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a 2-year community college?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	16,108	68.79
2	No	1,502	6.41
3	Don't Know	2,471	10.55
-8	Unit non-response	2,821	12.05
-9	Missing	513	2.19
TOTALS		23,415	100.00

Variable Name: S2AFF4YIN

Record #1, Position: 3013 - 3014, Format: N2.

Variable Label: S2 C36C Can afford 4-year public college in state

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a 4-year public college in your state?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	13,172	56.25
2	No	3,103	13.25
3	Don't Know	3,878	16.56
-8	Unit non-response	2,821	12.05
-9	Missing	441	1.88
TOTALS		23,415	100.00

Variable Name: S2AFF4YOUT

Record #1, Position: 3015 - 3016, Format: N2.

Variable Label: S2 C36D Can afford 4-year public college out of state

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a 4-year public college out of state?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	7,534	32.18
2	No	6,711	28.66

3	Don't Know	5,793	24.74
-8	Unit non-response	2,821	12.05
-9	Missing	556	2.37
TOTALS		23,415	100.00

Variable Name: S2AFF4YPRV

Record #1, Position: 3017 - 3018, Format: N2.

Variable Label: S2 C36E Can afford typical 4-year private college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a typical 4-year private college?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	5,740	24.51
2	No	8,407	35.90
3	Don't Know	5,869	25.07
-8	Unit non-response	2,821	12.05
-9	Missing	578	2.47
TOTALS		23,415	100.00

Variable Name: S2AFF4YSEL

Record #1, Position: 3019 - 3020, Format: N2.

Variable Label: S2 C36F Can afford highly selective 4-year private college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family [will/would] be able to afford to send you to...

a highly selective 4-year private college such as Harvard?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that if the respondent indicated they planned on continuing their education, "will" displayed, otherwise "would" displayed.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	2,270	9.69
2	No	12,613	53.87
3	Don't Know	5,114	21.84
-8	Unit non-response	2,821	12.05
-9	Missing	597	2.55
TOTALS		23,415	100.00

Variable Name: S2NEVERCLG

Record #1, Position: 3021 - 3022, Format: N2.

Variable Label: S2 C37A Will never continue education after high school

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board? (Check here if you are sure you will never continue your education after high school.)

0=No

1=Yes



Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.  
Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,970	85.29
1	Yes	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	68	0.29
TOTALS		23,415	100.00

Variable Name: S2TEENSAVING

Record #1, Position: 3023 - 3024, Format: N2.

Variable Label: S2 C37B Will pay for tuition/room/board w/ teen's own earnings/savings

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?  
Your own earnings and savings

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	12,362	52.80
2	No	3,734	15.95
3	Don't Know	3,773	16.11
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	169	0.72
TOTALS		23,415	100.00

Variable Name: S2PARSAVING

Record #1, Position: 3025 - 3026, Format: N2.

Variable Label: S2 C37C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?  
Parents' or relatives' earnings and savings including a pre-paid tuition account or 529 plan

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	10,294	43.96
2	No	4,147	17.71
3	Don't Know	5,396	23.05
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05

-9	Missing	201	0.86
TOTALS		23,415	100.00

Variable Name: S2GRANTS

Record #1, Position: 3027 - 3028, Format: N2.

Variable Label: S2 C37D Will pay for tuition/room/board w/ scholarships/grants

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?

Scholarships or grants that do not have to be repaid

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

Code	Value Label	Frequency	Percentage
1	Yes	12,919	55.17
2	No	2,444	10.44
3	Don't Know	4,466	19.07
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	209	0.89
TOTALS		23,415	100.00

Variable Name: S2GOVLOAN

Record #1, Position: 3029 - 3030, Format: N2.

Variable Label: S2 C37E Will pay for tuition/room/board w/ federal or state loans

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?

Federal or state loans

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

Code	Value Label	Frequency	Percentage
1	Yes	6,527	27.88
2	No	5,623	24.01
3	Don't Know	7,664	32.73
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	224	0.96
TOTALS		23,415	100.00

Variable Name: S2TEENPRVLOAN

Record #1, Position: 3031 - 3032, Format: N2.

Variable Label: S2 C37F Will pay for tuition/room/board w/ private loan in teen's name

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?

Private loan in your name

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

Code	Value Label	Frequency	Percentage
1	Yes	3,493	14.92
2	No	7,939	33.91
3	Don't Know	8,369	35.74
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	237	1.01
TOTALS		23,415	100.00

Variable Name: S2PARPRVLOAN

Record #1, Position: 3033 - 3034, Format: N2.

Variable Label: S2 C37G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name

Variable Description:

- [How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?

Private loan in parents' or relatives' names

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "How will" displayed if the respondent indicated they planned on continuing their education, otherwise "If at any point in time you continue your education after high school, how would" displayed.

Administered To: All respondents.

Programming Note: This item is set to -7 where respondents checked that they are sure they will never continue education after high school (S2NEVERCLG=1).

Code	Value Label	Frequency	Percentage
1	Yes	3,235	13.82
2	No	7,981	34.08
3	Don't Know	8,583	36.66
-7	Item legitimate skip/NA	556	2.37
-8	Unit non-response	2,821	12.05
-9	Missing	239	1.02
TOTALS		23,415	100.00

Variable Name: S2SCHYRWORK

Record #1, Position: 3035 - 3036, Format: N2.

Variable Label: S2 C38A Teen's earnings for education from evening/weekend work during HS year

Variable Description:

- [Will/Would] your earnings and savings for your education after high school come from your...

evening or weekend work during the high school year [when you were still attending]?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "Will" displayed if the respondent indicated they planned on continuing their education, otherwise "Would" displayed. Response option wording for option 1 was customized such that "when you were still attending" displayed only if respondent indicated they were not attending high school. Response option wording for option 2 was customized such that "while in high school" displayed only if respondent indicated they were still attending high school and "when you were in high school" displayed if respondent indicated they were not attending high school.

Administered To: Respondents who indicated their earnings will be used to pay for college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	7,996	34.15
2	No	2,533	10.82
3	Don't Know	1,631	6.97
-7	Item legitimate skip/NA	8,063	34.44
-8	Unit non-response	2,821	12.05
-9	Missing	371	1.58
TOTALS		23,415	100.00

Variable Name: S2SUMMERWORK

Record #1, Position: 3037 - 3038, Format: N2.

Variable Label: S2 C38B Teen's earnings for education from summer work while in HS

Variable Description:

- [Will/Would] your earnings and savings for your education after high school come from your... summer work [while in high school/when you were in high school]?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "Will" displayed if the respondent indicated they planned on continuing their education, otherwise "Would" displayed. Response option wording for option 1 was customized such that "when you were still attending" displayed only if respondent indicated they were not attending high school. Response option wording for option 2 was customized such that "while in high school" displayed only if respondent indicated they were still attending high school and "when you were in high school" displayed if respondent indicated they were not attending high school.

Administered To: Respondents who indicated their earnings will be used to pay for college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	9,496	40.56
2	No	1,433	6.12
3	Don't Know	1,259	5.38
-7	Item legitimate skip/NA	8,063	34.44
-8	Unit non-response	2,821	12.05
-9	Missing	343	1.46
TOTALS		23,415	100.00

Variable Name: S2BTWNWORK

Record #1, Position: 3039 - 3040, Format: N2.

Variable Label: S2 C38C Teen's earnings for education from work between HS and college

Variable Description:

- [Will/Would] your earnings and savings for your education after high school come from your... work between high school and the start of your further education?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "Will" displayed if the respondent indicated they planned on continuing their education, otherwise "Would" displayed. Response option wording for option 1 was customized such that "when you were still attending" displayed only if respondent indicated they were not attending high school. Response option wording for option 2 was customized such that "while in high school" displayed only if respondent indicated they were still attending high school and "when you were in high school" displayed if respondent indicated they were not attending high school.

Administered To: Respondents who indicated their earnings will be used to pay for college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	9,343	39.90
2	No	1,255	5.36
3	Don't Know	1,567	6.69
-7	Item legitimate skip/NA	8,063	34.44

-8	Unit non-response	2,821	12.05
-9	Missing	366	1.56
TOTALS		23,415	100.00

Variable Name: S2CLGWORK

Record #1, Position: 3041 - 3042, Format: N2.

Variable Label: S2 C38D Teen's earnings for education from work while attending college

Variable Description:

- [Will/Would] your earnings and savings for your education after high school come from your... work while attending college including work-study?

1=Yes

2=No

3=Don't Know

Note: Question wording was customized such that "Will" displayed if the respondent indicated they planned on continuing their education, otherwise "Would" displayed. Response option wording for option 1 was customized such that "when you were still attending" displayed only if respondent indicated they were not attending high school. Response option wording for option 2 was customized such that "while in high school" displayed only if respondent indicated they were still attending high school and "when you were in high school" displayed if respondent indicated they were not attending high school.

Administered To: Respondents who indicated their earnings will be used to pay for college.

Code	Value Label	Frequency	Percentage
1	Yes	9,229	39.41
2	No	921	3.93
3	Don't Know	1,993	8.51
-7	Item legitimate skip/NA	8,063	34.44
-8	Unit non-response	2,821	12.05
-9	Missing	388	1.66
TOTALS		23,415	100.00

Variable Name: S2CLGWORKFT

Record #1, Position: 3043 - 3044, Format: N2.

Variable Label: S2 C39 Teenager will work full-time or part-time while attending college

Variable Description:

- [Will/Would] you work full-time or part-time while attending college?

1=Full-time

2=Part-time

3=Don't know

Note: Question wording was customized such that "Will" displayed if the respondent indicated they planned on continuing their education, otherwise "Would" displayed.

Administered To: Respondents who indicated they will be working while in college.

Code	Value Label	Frequency	Percentage
1	Full-time	995	4.25
2	Part-time	7,067	30.18
3	Don't know	1,125	4.80
-7	Item legitimate skip/NA	10,977	46.88
-8	Unit non-response	2,821	12.05
-9	Missing	430	1.84
TOTALS		23,415	100.00

Variable Name: S2EARNNOHS

Record #1, Position: 3045 - 3054, Format: N10.2

Variable Label: S2 C40AA Expected earnings if left HS without a diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

leaving high school without completing a high school diploma?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARNNOHSUN

Record #1, Position: 3055 - 3056, Format: N2.

Variable Label: S2 C40AB Unit for expected earnings if left HS without a diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

per

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARNHS

Record #1, Position: 3057 - 3066, Format: N10.2

Variable Label: S2 C40BA Expected earnings if completed a HS diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

completing a regular high school diploma?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARNHSUN

Record #1, Position: 3067 - 3068, Format: N2.

Variable Label: S2 C40BB Unit for expected earnings if completed a HS diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

per

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARNOCC

Record #1, Position: 3069 - 3078, Format: N10.2

Variable Label: S2 C40CA Expected earnings if completed certificate from school for occ training

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

completing a certificate or diploma from a school that provides occupational training?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARNOCCUN

Record #1, Position: 3079 - 3080, Format: N2.

Variable Label: S2 C40CB Unit for expected earnings-certificate from school for occ training

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

per

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARN2YPUB

Record #1, Position: 3081 - 3090, Format: N10.2

Variable Label: S2 C40DA Expected earnings if completed 2-year community college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

completing a 2-year community college degree?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARN2YPUBUN

Record #1, Position: 3091 - 3092, Format: N2.

Variable Label: S2 C40DB Unit for expected earnings if completed 2-year community college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

per

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARN4Y

Record #1, Position: 3093 - 3102, Format: N10.2

Variable Label: S2 C40EA Expected earnings if completed 4-year college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

completing a 4-year college degree?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2EARN4YUN

Record #1, Position: 3103 - 3104, Format: N2.

Variable Label: S2 C40EB Unit for expected earnings if completed 4-year college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think your starting pre-tax income would be in your first job after...

(Please specify pay periods for your answers.)

per

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OCC30

Record #1, Position: 3105 - 3304, Format: A200

Variable Label: S2 C41 Occupation teenager expects to have at age 30

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:



- As things stand now, what is the job or occupation that you expect or plan to have at age 30?

Job title:

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: All respondents.

Crossround Note: This variable is a repeat of the BY variable S1OCC30.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OCC30THINK

Record #1, Position: 3305 - 3306, Format: N2.

Variable Label: S2 C42 How much teenager has thought about choice of occupation at age 30

Variable Description:

- How much have you thought about this choice?

1=Not at all

2=A little

3=Somewhat

4=A lot

Administered To: Respondents who provided a job in S2 C41.

Crossround Note: This variable is a repeat of the BY variable S1OCC30THINK.

Code	Value Label	Frequency	Percentage
1	Not at all	52	0.22
2	A little	590	2.52
3	Somewhat	2,422	10.34
4	A lot	11,575	49.43
-7	Item legitimate skip/NA	5,574	23.81
-8	Unit non-response	2,821	12.05
-9	Missing	381	1.63
TOTALS		23,415	100.00

Variable Name: S2OCC30CERTAIN

Record #1, Position: 3307 - 3308, Format: N2.

Variable Label: S2 C43 Certainty about choice of occupation at age 30

Variable Description:

- How certain are you that this will be your job or occupation at age 30?

1=Very certain

2=Fairly certain

3=Not certain

Administered To: Respondents who provided a job in S2 C41.

Code	Value Label	Frequency	Percentage
1	Very certain	5,206	22.23
2	Fairly certain	7,800	33.31
3	Not certain	1,631	6.97
-7	Item legitimate skip/NA	5,574	23.81
-8	Unit non-response	2,821	12.05
-9	Missing	383	1.64
TOTALS		23,415	100.00

Variable Name: S2OCC30EARN

Record #1, Position: 3309 - 3315, Format: N7.

Variable Label: S2 C44 Expected earnings for choice of occupation at age 30

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate about how much you would earn per year as a/an [job title] at age 30?

\$ per year

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: Respondents who provided a job in S2 C41.

Code	Value Label	Frequency	Percentage
C	1000 - 1000000	12,477	53.29
-7	Item legitimate skip/NA	5,574	23.81
-8	Unit non-response	2,821	12.05
-9	Missing	2,543	10.86
TOTALS		23,415	100.00

Variable Name: S2FAVSUBJ

Record #1, Position: 3316 - 3317, Format: N2.

Variable Label: S2 D01 Teenager's favorite school subject

Variable Description:

- Not including lunch or study periods, what [is/was] your favorite school subject?

1=English

2=Foreign language

3=Science

4=Art

5=Music

6=Mathematics

7=Physical education or gym

8=Religion

9=Health education

10=Computer science

11=Social studies, history, government, or civics

12=Career preparation class such as health professions, business, or culinary arts

13=Other subject

Note: Question wording was customized so that "is" displayed if the respondent indicated they were currently attending high school, otherwise "was" displayed.

Administered To: All respondents.

Crossround Note: This variable is a repeat of the BY variable S1FAVSUBJ.

Code	Value Label	Frequency	Percentage
1	English	2,132	9.11
2	Foreign language	617	2.64
3	Science	2,904	12.40
4	Art	1,676	7.16
5	Music	1,235	5.27
6	Mathematics	3,501	14.95
7	Physical education or gym	1,772	7.57
8	Religion	129	0.55
9	Health education	519	2.22
10	Computer science	358	1.53
11	Social studies/history/government/civics	2,934	12.53
12	Career preparation class	1,004	4.29

13	Other subject	1,526	6.52
-8	Unit non-response	2,821	12.05
-9	Missing	287	1.23
TOTALS		23,415	100.00

Variable Name: S2ALG1WHEN

Record #1, Position: 3318 - 3319, Format: N2.

Variable Label: S2 D02 Grade teenager was in when he/she took algebra I

Comment: "12th grade" recoded as "11th or 12th grade" on the public use file.

Variable Description:

- What grade were you in when you took Algebra I?

[(If you have taken it more than once, answer for your most recent course. If you are currently taking Algebra I, choose your current grade.) / (If you have taken it more than once, answer for your most recent course.)]

1=8th grade or earlier

2=9th grade

3=10th grade

4=11th grade

5=12th grade

6=You have not taken Algebra I yet

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	8th grade or earlier	6,464	27.61
2	9th grade	11,481	49.03
3	10th grade	1,587	6.78
4	11th or 12th grade	474	2.02
6	Have not taken Algebra I yet	314	1.34
-8	Unit non-response	2,821	12.05
-9	Missing	274	1.17
TOTALS		23,415	100.00

Variable Name: S2ALG1GRADE

Record #1, Position: 3320 - 3321, Format: N2.

Variable Label: S2 D03 Teenager's final grade in algebra I

Variable Description:

- What was your final grade in Algebra I?

1=A (between 90-100)

2=B (between 80-89)

3=C (between 70-79)

4=D (between 60-69)

5=Below D (anything less than 60)

6=Your class was not graded

7=You haven't completed the course yet

Administered To: Respondents who took Algebra I.

Code	Value Label	Frequency	Percentage
1	A (between 90-100)	7,610	32.50
2	B (between 80-89)	6,910	29.51
3	C (between 70-79)	3,691	15.76
4	D (between 60-69)	926	3.95
5	Below D (anything less than 60)	377	1.61
6	Class was not graded	56	0.24
7	Haven't completed course yet	176	0.75
-7	Item legitimate skip/NA	314	1.34

-8	Unit non-response	2,821	12.05
-9	Missing	534	2.28
TOTALS		23,415	100.00

Variable Name: S2ANYAP

Record #1, Position: 3322 - 3323, Format: N2.

Variable Label: S2 D04 Has taken advanced placement (AP) course(s)

Variable Description:

- Have you taken any Advanced Placement (AP) courses? [Include any courses you are taking now.]

1=Yes

2=No

3=You don't know what an AP course is

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	7,330	31.30
2	No	12,026	51.36
3	Don't know what an AP course is	995	4.25
-8	Unit non-response	2,821	12.05
-9	Missing	243	1.04
TOTALS		23,415	100.00

Variable Name: S2APMATH

Record #1, Position: 3324 - 3325, Format: N2.

Variable Label: S2 D05A Has taken an AP math course(s)

Variable Description:

- In which of the following subject areas have you taken Advanced Placement (AP) courses? [(Include any courses you are taking now.)]

Math

1=Yes

0=No

Administered To: Respondents who have taken an AP course.

Code	Value Label	Frequency	Percentage
0	No	5,280	22.55
1	Yes	1,984	8.47
-7	Item legitimate skip/NA	13,021	55.61
-8	Unit non-response	2,821	12.05
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: S2APSCIENCE

Record #1, Position: 3326 - 3327, Format: N2.

Variable Label: S2 D05B Has taken an AP science course(s)

Variable Description:

- In which of the following subject areas have you taken Advanced Placement (AP) courses? [(Include any courses you are taking now.)]

Science

1=Yes

0=No

Administered To: Respondents who have taken an AP course.

Code	Value Label	Frequency	Percentage
0	No	4,653	19.87
1	Yes	2,614	11.16

-7	Item legitimate skip/NA	13,021	55.61
-8	Unit non-response	2,821	12.05
-9	Missing	306	1.31
TOTALS		23,415	100.00

Variable Name: S2APOTHER

Record #1, Position: 3328 - 3329, Format: N2.

Variable Label: S2 D05C Has taken an AP course(s) in another subject

Variable Description:

- In which of the following subject areas have you taken Advanced Placement (AP) courses? [(Include any courses you are taking now.)]

Another subject

1=Yes

0=No

Administered To: Respondents who have taken an AP course.

Code	Value Label	Frequency	Percentage
0	No	1,037	4.43
1	Yes	6,244	26.67
-7	Item legitimate skip/NA	13,021	55.61
-8	Unit non-response	2,821	12.05
-9	Missing	292	1.25
TOTALS		23,415	100.00

Variable Name: S2ANYIB

Record #1, Position: 3330 - 3331, Format: N2.

Variable Label: S2 D06 Has taken International Baccalaureate (IB) course(s)

Variable Description:

- Have you taken any International Baccalaureate (IB) courses? [(Include any courses you are taking now.)]

1=Yes

2=No

3=You don't know what an IB course is

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	525	2.24
2	No	13,686	58.45
3	Don't know what an IB course is	5,994	25.60
-8	Unit non-response	2,821	12.05
-9	Missing	389	1.66
TOTALS		23,415	100.00

Variable Name: S2IBMATH

Record #1, Position: 3332 - 3333, Format: N2.

Variable Label: S2 D07A Has taken IB math course(s)

Variable Description:

- In which of the following subject areas have you taken International Baccalaureate (IB) courses? [(Include any courses you are taking now.)]

Math

1=Yes

0=No

Administered To: Respondents who have taken an IB course.

Code	Value Label	Frequency	Percentage
0	No	228	0.97

1	Yes	293	1.25
-7	Item legitimate skip/NA	19,680	84.05
-8	Unit non-response	2,821	12.05
-9	Missing	393	1.68
TOTALS		23,415	100.00

Variable Name: S2IBSCIENCE

Record #1, Position: 3334 - 3335, Format: N2.

Variable Label: S2 D07B Has taken IB science course(s)

Variable Description:

- In which of the following subject areas have you taken International Baccalaureate (IB) courses? [(Include any courses you are taking now.)]

Science

1=Yes

0=No

Administered To: Respondents who have taken an IB course.

Code	Value Label	Frequency	Percentage
0	No	233	1.00
1	Yes	290	1.24
-7	Item legitimate skip/NA	19,680	84.05
-8	Unit non-response	2,821	12.05
-9	Missing	391	1.67
TOTALS		23,415	100.00

Variable Name: S2IBOTHER

Record #1, Position: 3336 - 3337, Format: N2.

Variable Label: S2 D07C Has taken IB course(s) in another subject

Variable Description:

- In which of the following subject areas have you taken International Baccalaureate (IB) courses? [(Include any courses you are taking now.)]

Another subject

1=Yes

0=No

Administered To: Respondents who have taken an IB course.

Code	Value Label	Frequency	Percentage
0	No	91	0.39
1	Yes	434	1.85
-7	Item legitimate skip/NA	19,680	84.05
-8	Unit non-response	2,821	12.05
-9	Missing	389	1.66
TOTALS		23,415	100.00

Variable Name: S2ANYDUAL

Record #1, Position: 3338 - 3339, Format: N2.

Variable Label: S2 D08 Has taken dual enrollment course(s)

Variable Description:

- Other than AP and IB courses, [have you taken any high school courses for college credit/did you take any high school courses for college credit when you were in high school]? [Include any courses for college credit that you are taking now.]

1=Yes

2=No

3=Don't know

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
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1	Yes	4,141	17.69
2	No	13,639	58.25
3	Don't know	2,514	10.74
-8	Unit non-response	2,821	12.05
-9	Missing	300	1.28
TOTALS		23,415	100.00

Variable Name: S2DUALMATH

Record #1, Position: 3340 - 3341, Format: N2.

Variable Label: S2 D09A Has taken math dual enrollment course(s)

Variable Description:

- In which of the following subject areas [have you taken/did you take] these courses for college credit other than AP and IB?  
[(Include any courses for college credit that you are taking now.)]

Math

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

Code	Value Label	Frequency	Percentage
0	No	2,904	12.40
1	Yes	1,189	5.08
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	348	1.49
TOTALS		23,415	100.00

Variable Name: S2DUALSCIENCE

Record #1, Position: 3342 - 3343, Format: N2.

Variable Label: S2 D09B Has taken science dual enrollment course(s)

Variable Description:

- In which of the following subject areas [have you taken/did you take] these courses for college credit other than AP and IB?  
[(Include any courses for college credit that you are taking now.)]

Science

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

Code	Value Label	Frequency	Percentage
0	No	3,005	12.83
1	Yes	1,092	4.66
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	344	1.47
TOTALS		23,415	100.00

Variable Name: S2DUALOTHER

Record #1, Position: 3344 - 3345, Format: N2.

Variable Label: S2 D09C Has taken dual enrollment course(s) in another subject

Variable Description:

- In which of the following subject areas [have you taken/did you take] these courses for college credit other than AP and IB?  
[(Include any courses for college credit that you are taking now.)]

Another subject

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	833	3.56
1	Yes	3,269	13.96
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	339	1.45
TOTALS		23,415	100.00

Variable Name: S2DUALCLG

Record #1, Position: 3346 - 3347, Format: N2.

Variable Label: S2 D10A Has taken dual enrollment course(s) on college campus

Variable Description:

- Where [have you taken/did you take] high school courses for college credit other than AP and IB? [(Include any courses for college credit that you are taking now.)]

On a college campus

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,444	14.71
1	Yes	642	2.74
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	355	1.52
TOTALS		23,415	100.00

Variable Name: S2DUALHS

Record #1, Position: 3348 - 3349, Format: N2.

Variable Label: S2 D10B Has taken dual enrollment course(s) at teen's high school

Variable Description:

- Where [have you taken/did you take] high school courses for college credit other than AP and IB? [(Include any courses for college credit that you are taking now.)]

At your high school

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	790	3.37
1	Yes	3,301	14.10
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	350	1.49
TOTALS		23,415	100.00

Variable Name: S2DUALOTHHS

Record #1, Position: 3350 - 3351, Format: N2.

Variable Label: S2 D10C Has taken dual enrollment course(s) at high school other than teen's

Variable Description:

- Where [have you taken/did you take] high school courses for college credit other than AP and IB? [(Include any courses for college credit that you are taking now.)]

At a different high school

1=Yes

0=No



Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,864	16.50
1	Yes	225	0.96
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	352	1.50
TOTALS		23,415	100.00

Variable Name: S2DUALONLINE

Record #1, Position: 3352 - 3353, Format: N2.

Variable Label: S2 D10D Has taken dual enrollment course(s) online

Variable Description:

- Where [have you taken/did you take] high school courses for college credit other than AP and IB? [(Include any courses for college credit that you are taking now.)]

Online

1=Yes

0=No

Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,700	15.80
1	Yes	381	1.63
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	360	1.54
TOTALS		23,415	100.00

Variable Name: S2DUALHSCRED

Record #1, Position: 3354 - 3355, Format: N2.

Variable Label: S2 D11 Received high school credit for dual enrollment course(s)

Variable Description:

- [Have you received/Did you receive] high school credit for any of these courses?

1=Yes

2=No

3=Have not completed a course yet

Note: Question wording was customized such that "have you received" is displayed if the respondent indicated they were currently attending high school. If the respondent indicated they were not currently attending high school, "Did you receive" displayed.

Administered To: Respondents who took additional high school courses for college credit.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	3,227	13.78
2	No	221	0.94
3	Have not completed a course yet	661	2.82
-7	Item legitimate skip/NA	16,153	68.99
-8	Unit non-response	2,821	12.05
-9	Missing	332	1.42
TOTALS		23,415	100.00

Variable Name: S2DUALCLGCRED

Record #1, Position: 3356 - 3357, Format: N2.

Variable Label: S2 D12 Received college credit for dual enrollment course(s)

Variable Description:

- [Have you received/Did you receive] college credit for any of these courses?

1=Yes

0=No

Note: Question wording was customized such that "have you received" is displayed if the respondent indicated they were currently attending high school. If the respondent indicated they were not currently attending high school, "Did you receive" displayed.

Administered To: Respondents who received college credit for additional high school courses.

Code	Value Label	Frequency	Percentage
0	No	813	3.47
1	Yes	2,623	11.20
-7	Item legitimate skip/NA	16,814	71.81
-8	Unit non-response	2,821	12.05
-9	Missing	344	1.47
TOTALS		23,415	100.00

Variable Name: S2MSPR12

Record #1, Position: 3358 - 3359, Format: N2.

Variable Label: S2 D13 Teenager taking math class(es) in spring 2012

Variable Description:

- [Are you currently/Were you] taking a math course [during the spring term of 2012?]

1=Yes

0=No

Note: Question wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were you" and " during the spring term of 2012" displayed.

Administered To: Respondents who were currently attending school or being homeschooled.

Code	Value Label	Frequency	Percentage
0	No	2,089	8.92
1	Yes	17,585	75.10
-7	Item legitimate skip/NA	631	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	289	1.23
TOTALS		23,415	100.00

Variable Name: S2MDISLIKE

Record #1, Position: 3360 - 3361, Format: N2.

Variable Label: S2 D14A Not taking math because really dislikes math

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You really dislike math.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,590	6.79
1	Yes	465	1.99
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	323	1.38
TOTALS		23,415	100.00

Variable Name: S2MNOTHSREQ

Record #1, Position: 3362 - 3363, Format: N2.

Variable Label: S2 D14B Not taking math because it is not required for HS graduation

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

It is not required for high school graduation.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,707	7.29
1	Yes	338	1.44
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	333	1.42
TOTALS		23,415	100.00

Variable Name: S2MNOCLGADM

Record #1, Position: 3364 - 3365, Format: N2.

Variable Label: S2 D14C Not taking math because won't be needed to get into college

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You will not need it to get into college.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,793	7.66
1	Yes	247	1.05
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	338	1.44
TOTALS		23,415	100.00

Variable Name: S2MNOCLGSUCC

Record #1, Position: 3366 - 3367, Format: N2.

Variable Label: S2 D14D Not taking math because won't be needed to succeed in college

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You will not need it to succeed in college.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,789	7.64
1	Yes	241	1.03
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	348	1.49

TOTALS		23,415	100.00
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Variable Name: S2MNOCAREER

Record #1, Position: 3368 - 3369, Format: N2.

Variable Label: S2 D14E Not taking math because won't be needed for career

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You will not need it for your career.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,705	7.28
1	Yes	325	1.39
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	348	1.49
TOTALS		23,415	100.00

Variable Name: S2MNOCNSLREC

Record #1, Position: 3370 - 3371, Format: N2.

Variable Label: S2 D14F Not taking math because HS counselor discouraged teen

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

A high school counselor discouraged you from taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,927	8.23
1	Yes	106	0.45
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	345	1.47
TOTALS		23,415	100.00

Variable Name: S2MNOTCHRECE

Record #1, Position: 3372 - 3373, Format: N2.

Variable Label: S2 D14G Not taking math because teacher discouraged teen

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

A teacher discouraged you from taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,937	8.27

1	Yes	103	0.44
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	338	1.44
TOTALS		23,415	100.00

Variable Name: S2MNOPARREC

Record #1, Position: 3374 - 3375, Format: N2.

Variable Label: S2 D14H Not taking math because parent discouraged teen

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

Your parents discouraged you from taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,957	8.36
1	Yes	75	0.32
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	346	1.48
TOTALS		23,415	100.00

Variable Name: S2MNOFAMREC

Record #1, Position: 3376 - 3377, Format: N2.

Variable Label: S2 D14I Not taking math because family member discouraged teen

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

Another family member discouraged you from taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	1,967	8.40
1	Yes	67	0.29
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	344	1.47
TOTALS		23,415	100.00

Variable Name: S2MNOEMPREC

Record #1, Position: 3378 - 3379, Format: N2.

Variable Label: S2 D14J Not taking math because employer discouraged teen

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

Your employer discouraged you from taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,981	8.46
1	Yes	48	0.20
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	349	1.49
TOTALS		23,415	100.00

Variable Name: S2MNOFRIEND

Record #1, Position: 3380 - 3381, Format: N2.

Variable Label: S2 D14K Not taking math because friends were not taking it

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

Your friends [are/were] not taking a math class.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,913	8.17
1	Yes	111	0.47
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	354	1.51
TOTALS		23,415	100.00

Variable Name: S2MDONTDOWELL

Record #1, Position: 3382 - 3383, Format: N2.

Variable Label: S2 D14L Not taking math because doesn't do well in math

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You do not do well in math.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,546	6.60
1	Yes	485	2.07
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	347	1.48
TOTALS		23,415	100.00

Variable Name: S2MNOASSIGN

Record #1, Position: 3384 - 3385, Format: N2.

Variable Label: S2 D14M Not taking math because not assigned to it

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You were not assigned to a math course.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,324	5.65
1	Yes	709	3.03
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	345	1.47
TOTALS		23,415	100.00

Variable Name: S2MTOOKBEFORE

Record #1, Position: 3386 - 3387, Format: N2.

Variable Label: S2 D14N Not taking math because took it earlier in the school year

Variable Description:

- Why [are/were] you not taking a math course [in the spring term]?

You took math earlier in the school year.

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "Were" and "in the spring term" displayed.

Administered To: Respondents attending school or being homeschooled who did not take a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	464	1.98
1	Yes	1,579	6.74
-7	Item legitimate skip/NA	18,216	77.80
-8	Unit non-response	2,821	12.05
-9	Missing	335	1.43
TOTALS		23,415	100.00

Variable Name: S2PREALGM12

Record #1, Position: 3388 - 3389, Format: N2.

Variable Label: S2 D15A Taking pre-algebra spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Pre-algebra

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,095	73.01
1	Yes	335	1.43
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2ALG1M12

Record #1, Position: 3390 - 3391, Format: N2.

Variable Label: S2 D15B Taking algebra I (including IA and IB) spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Algebra I, 1A or 1B

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	16,387	69.99
1	Yes	1,043	4.45
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2ALG2M12

Record #1, Position: 3392 - 3393, Format: N2.

Variable Label: S2 D15C Taking algebra II spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Algebra II

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	10,277	43.89
1	Yes	7,153	30.55
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2ALG3M12

Record #1, Position: 3394 - 3395, Format: N2.

Variable Label: S2 D15D Taking algebra III spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Algebra III

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	16,571	70.77



1	Yes	859	3.67
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2GEOM12

Record #1, Position: 3396 - 3397, Format: N2.

Variable Label: S2 D15E Taking geometry spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Geometry

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,849	63.42
1	Yes	2,581	11.02
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2ANGEOM12

Record #1, Position: 3398 - 3399, Format: N2.

Variable Label: S2 D15F Taking analytic geometry spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Analytic Geometry

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,313	73.94
1	Yes	117	0.50
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2TRIGM12

Record #1, Position: 3400 - 3401, Format: N2.

Variable Label: S2 D15G Taking trigonometry spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Trigonometry

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,504	66.21
1	Yes	1,926	8.23
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2PRECALC12

Record #1, Position: 3402 - 3403, Format: N2.

Variable Label: S2 D15H Taking pre-calculus or analysis and functions spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Pre-calculus or Analysis and Functions

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,412	57.28
1	Yes	4,018	17.16
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2APCALC12

Record #1, Position: 3404 - 3405, Format: N2.

Variable Label: S2 D15I Taking Advanced Placement (AP) calculus AB or BC spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Advanced Placement (AP) Calculus AB or BC

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,757	71.57
1	Yes	673	2.87
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2CALC12

Record #1, Position: 3406 - 3407, Format: N2.

Variable Label: S2 D15J Taking calculus other than AP spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Other Calculus

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,242	73.64
1	Yes	188	0.80
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2APSTAT12

Record #1, Position: 3408 - 3409, Format: N2.

Variable Label: S2 D15K Taking Advanced Placement (AP) statistics spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Advanced Placement (AP) Statistics

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,187	73.40
1	Yes	243	1.04
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2STAT12

Record #1, Position: 3410 - 3411, Format: N2.

Variable Label: S2 D15L Taking statistics or probability other than AP spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Other Statistics or Probability

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,908	72.21
1	Yes	522	2.23

-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2INTGM112

Record #1, Position: 3412 - 3413, Format: N2.

Variable Label: S2 D15M Taking integrated math I spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Integrated Math I

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	17,245	73.65
1	Yes	185	0.79
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2INTGM212

Record #1, Position: 3414 - 3415, Format: N2.

Variable Label: S2 D15N Taking integrated math II spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Integrated Math II

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	17,248	73.66
1	Yes	182	0.78
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2INTGM312

Record #1, Position: 3416 - 3417, Format: N2.

Variable Label: S2 D15O Taking integrated math III or above spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Integrated Math III or above

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,089	72.98
1	Yes	341	1.46
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2IBMATHSTD12

Record #1, Position: 3418 - 3419, Format: N2.

Variable Label: S2 D15P Taking IB mathematics standard level spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

International Baccalaureate (IB) mathematics standard level

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2IBMATHHI12

Record #1, Position: 3420 - 3421, Format: N2.

Variable Label: S2 D15Q Taking IB mathematics higher level spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

International Baccalaureate (IB) mathematics higher level

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2REVIEWM12

Record #1, Position: 3422 - 3423, Format: N2.

Variable Label: S2 D15R Taking business/general/applied/technical/review math in spring 2012

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Business, Consumer, General, Applied, Technical, Functional, or Review math

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	16,803	71.76
1	Yes	627	2.68
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2OTHM12

Record #1, Position: 3424 - 3425, Format: N2.

Variable Label: S2 D15S Taking other math course spring 2012

Comment: "Liberal Arts Math" and "Math Topics" recoded as "Other Math" on the public use file.

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Other math course

0=No

1=Yes

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No other math course	17,127	73.15
1	College Algebra/College Math	95	0.41
2	Advanced/Accelerated Math	40	0.17
5	Other Math	168	0.72
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	444	1.90
TOTALS		23,415	100.00

Variable Name: S2OTHM12SP

Record #1, Position: 3426 - 3625, Format: A200

Variable Label: S2 D15T Specific other math course spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What math course or courses [are you currently taking/were you taking during the spring term of 2012]?

Please specify:

Note: Question and item wording was customized such that "are you currently" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were you taking during the spring term of 2012" displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HIMATH12

Record #1, Position: 3626 - 3627, Format: N2.

Variable Label: S2 D16 Most challenging math course spring 2012

Comment: "IB mathematics higher level" recoded as "IB mathematics standard or higher level" on the public use file.

Variable Description:

- Of the math courses you [are currently taking/were taking during the spring term of 2012], which [is/was] the most challenging?

1=Pre-Algebra

2=Algebra I, 1A or 1B

3=Algebra II

4=Algebra III

5=Geometry

6=Analytic Geometry

7=Trigonometry

8=Pre-calculus or Analysis and Functions

9=Advanced Placement (AP) Calculus AB or BC

10=Other Calculus

11=Advanced Placement (AP) Statistics or Probability

12=Other Statistics or Probability

13=Integrated Math I

14=Integrated Math II

15=Integrated Math III or above

16=International Baccalaureate (IB) mathematics standard level

17=International Baccalaureate (IB) mathematics higher level

18=Business, Consumer, General, Applied, Technical, Functional, or Review math

19=If S2MCRSE19SP is nonmissing fill [S2MCRSE19SP] else fill Other math course

Note: Question and item wording was customized such that "are you currently taking" and "is" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were taking during the spring term of 2012" and "was" displayed.

Administered To: Respondents who took more than one math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Pre-Algebra	96	0.41
2	Algebra I, 1A or 1B	623	2.66
3	Algebra II	6,445	27.53
4	Algebra III	628	2.68
5	Geometry	1,991	8.50
6	Analytic Geometry	37	0.16
7	Trigonometry	1,372	5.86
8	Pre-calculus or Analysis and Functions	3,640	15.55
9	AP Calculus AB or BC	642	2.74
10	Other Calculus	138	0.59
11	AP Statistics or Probability	151	0.64
12	Other Statistics or Probability	356	1.52
13	Integrated Math I	101	0.43
14	Integrated Math II	99	0.42
15	Integrated Math III or above	270	1.15
16	IB mathematics standard or higher level	120	0.51
18	Business/Consumer/General/Applied/Technical/Functional/Review math	384	1.64
19	Other math course	261	1.11
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	520	2.22
TOTALS		23,415	100.00

Variable Name: S2MENJOYS

Record #1, Position: 3628 - 3629, Format: N2.

Variable Label: S2 D17A Teen is taking spring 2012 math b/c he/she really enjoys math

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you really enjoy math?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MENJOYS.

Code	Value Label	Frequency	Percentage
0	No	11,344	48.45
1	Yes	5,962	25.46
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	568	2.43
TOTALS		23,415	100.00

Variable Name: S2MCHALLENGE

Record #1, Position: 3630 - 3631, Format: N2.

Variable Label: S2 D17B Teen is taking spring 2012 math b/c he/she likes to be challenged

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you like to be challenged?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MCHALLENGE.

Code	Value Label	Frequency	Percentage
0	No	8,992	38.40
1	Yes	8,284	35.38
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	598	2.55
TOTALS		23,415	100.00

Variable Name: S2MHSREQ

Record #1, Position: 3632 - 3633, Format: N2.

Variable Label: S2 D17C Teen is taking spring 2012 math b/c it is a school requirement

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you had no choice, it is a high school requirement?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MHSREQ.

Code	Value Label	Frequency	Percentage
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0	No	5,389	23.02
1	Yes	11,927	50.94
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	558	2.38
TOTALS		23,415	100.00

Variable Name: S2MCLGADM

Record #1, Position: 3634 - 3635, Format: N2.

Variable Label: S2 D17D Teen is taking spring 2012 math b/c needs it to get into college

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you will need it to get into college?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MCLGADM.

Code	Value Label	Frequency	Percentage
0	No	3,999	17.08
1	Yes	13,296	56.78
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	579	2.47
TOTALS		23,415	100.00

Variable Name: S2MCLGSUCC

Record #1, Position: 3636 - 3637, Format: N2.

Variable Label: S2 D17E Teen is taking spring 2012 math b/c needs it to succeed in college

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you will need it to succeed in college?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MCLGSUCC.

Code	Value Label	Frequency	Percentage
0	No	4,248	18.14
1	Yes	13,024	55.62
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	602	2.57
TOTALS		23,415	100.00

Variable Name: S2MCAREER

Record #1, Position: 3638 - 3639, Format: N2.

Variable Label: S2 D17F Teen is taking spring 2012 math b/c needs it for career

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because... you will need it for your career?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MCAREER.

Code	Value Label	Frequency	Percentage
0	No	8,960	38.27
1	Yes	8,310	35.49
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	604	2.58
TOTALS		23,415	100.00

Variable Name: S2MCNSLREC

Record #1, Position: 3640 - 3641, Format: N2.

Variable Label: S2 D17G Teen is taking spring 2012 math b/c school counselor suggested it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because... a high school counselor suggested you take it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	11,296	48.24
1	Yes	6,010	25.67
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	568	2.43
TOTALS		23,415	100.00

Variable Name: S2MTCHRREC

Record #1, Position: 3642 - 3643, Format: N2.

Variable Label: S2 D17H Teen is taking spring 2012 math b/c teacher encouraged it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because... a teacher encouraged you to take it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	11,219	47.91

1	Yes	6,075	25.94
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	580	2.48
TOTALS		23,415	100.00

Variable Name: S2MPARREC

Record #1, Position: 3644 - 3645, Format: N2.

Variable Label: S2 D17I Teen is taking spring 2012 math b/c parent(s) encouraged it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
your parents encouraged you to take it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,331	48.39
1	Yes	5,950	25.41
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	593	2.53
TOTALS		23,415	100.00

Variable Name: S2MFAMREC

Record #1, Position: 3646 - 3647, Format: N2.

Variable Label: S2 D17J Teen is taking spring 2012 math b/c family member encouraged it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
another family member encouraged you to take it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,448	61.70
1	Yes	2,811	12.01
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	615	2.63
TOTALS		23,415	100.00

Variable Name: S2MEMPREC

Record #1, Position: 3648 - 3649, Format: N2.

Variable Label: S2 D17K Teen is taking spring 2012 math b/c employer encouraged it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
your employer encouraged you to take it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,646	71.09
1	Yes	615	2.63
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	613	2.62
TOTALS		23,415	100.00

Variable Name: S2MFRIEND

Record #1, Position: 3650 - 3651, Format: N2.

Variable Label: S2 D17L Teen is taking spring 2012 math b/c friends taking it

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
your friends were taking it?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,320	52.62
1	Yes	4,933	21.07
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	621	2.65
TOTALS		23,415	100.00

Variable Name: S2MDOWELL

Record #1, Position: 3652 - 3653, Format: N2.

Variable Label: S2 D17M Teen is taking spring 2012 math b/c does well in math

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
you do well in math?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,792	29.01
1	Yes	10,464	44.69
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05

-9	Missing	618	2.64
TOTALS		23,415	100.00

Variable Name: S2MASSIGNED

Record #1, Position: 3654 - 3655, Format: N2.

Variable Label: S2 D17N Teen is taking spring 2012 math b/c it was assigned

Variable Description:

- Why [are/were] you taking [math course title] ? Would you say you [are/were] taking it because...  
it was assigned to you?

1=Yes

0=No

Note: Question and item wording was customized such that "are" displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, "were" displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MASSIGNED.

Code	Value Label	Frequency	Percentage
0	No	5,730	24.47
1	Yes	11,525	49.22
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	619	2.64
TOTALS		23,415	100.00

Variable Name: S2MTCHTREAT

Record #1, Position: 3656 - 3657, Format: N2.

Variable Label: S2 D18A Teen's spring 2012 math teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [math course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...

[treats/treated] some kids better than other kids.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such that if the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed. "Item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MTCHTREAT.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,139	9.14
2	Agree	3,904	16.67
3	Disagree	7,427	31.72
4	Strongly disagree	3,780	16.14
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	624	2.66
TOTALS		23,415	100.00

Variable Name: S2MTCHINTRST

Record #1, Position: 3658 - 3659, Format: N2.

Variable Label: S2 D18B Teen's spring 2012 math teacher makes math interesting

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [math course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher... [makes/made] math interesting.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such that if the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed. "Item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MTCHINTRST.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,515	15.01
2	Agree	7,096	30.31
3	Disagree	4,452	19.01
4	Strongly disagree	2,187	9.34
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	624	2.66
TOTALS		23,415	100.00

Variable Name: S2MTCHEASY

Record #1, Position: 3660 - 3661, Format: N2.

Variable Label: S2 D18C Teen's spring 2012 math teacher makes math easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [math course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher... [makes/made] math easy to understand.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such that if the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed. "Item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MTCHEASY.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,775	16.12
2	Agree	7,583	32.39
3	Disagree	3,909	16.69
4	Strongly disagree	1,979	8.45
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	628	2.68
TOTALS		23,415	100.00

Variable Name: S2MTCHTHINK

Record #1, Position: 3662 - 3663, Format: N2.

Variable Label: S2 D18D Teen's spring 2012 math teacher wants students to think, not memorize

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [math course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...

[wants/wanted] students to think, not just memorize things.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such that if the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed. "Item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,152	26.27
2	Agree	8,240	35.19
3	Disagree	2,048	8.75
4	Strongly disagree	794	3.39
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	640	2.73
TOTALS		23,415	100.00

Variable Name: S2MTCGIVEUP

Record #1, Position: 3664 - 3665, Format: N2.

Variable Label: S2 D18E Teen's spring 2012 math teacher doesn't let students give up

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [math course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...

[doesn't/didn't] let people give up when the work [gets/got] hard.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such that if the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed. "Item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,009	21.39
2	Agree	7,947	33.94
3	Disagree	3,182	13.59
4	Strongly disagree	1,063	4.54
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	673	2.87
TOTALS		23,415	100.00

Variable Name: S2MATTENTION

Record #1, Position: 3666 - 3667, Format: N2.

Variable Label: S2 D19A How often paid attention to spring 2012 math teacher

Variable Description:

- How often [do/did] you do these things in [math course title]?

You [pay/paid] attention to the teacher.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	225	0.96
2	Less than half of the time	810	3.46
3	Half of the time	2,301	9.83
4	More than half of the time	7,449	31.81
5	Always	6,445	27.53
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	644	2.75
TOTALS		23,415	100.00

Variable Name: S2MONTIME

Record #1, Position: 3668 - 3669, Format: N2.

Variable Label: S2 D19B How often turned in assignments on time in spring 2012 math course

Variable Description:

- How often [do/did] you do these things in [math course title]?

You [turn/turned] in your assignments and projects on time.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	194	0.83
2	Less than half of the time	771	3.29
3	Half of the time	1,886	8.05
4	More than half of the time	5,717	24.42
5	Always	8,628	36.85
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	678	2.90
TOTALS		23,415	100.00



Variable Name: S2MSTOPTRYING

Record #1, Position: 3670 - 3671, Format: N2.

Variable Label: S2 D19C How often stopped trying in spring 2012 math course

Variable Description:

- How often [do/did] you do these things in [math course title]?

When an assignment [is/was] very difficult, you [stop/stopped] trying.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	6,459	27.58
2	Less than half of the time	6,528	27.88
3	Half of the time	2,536	10.83
4	More than half of the time	1,196	5.11
5	Always	489	2.09
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	666	2.84
TOTALS		23,415	100.00

Variable Name: S2MGETBY

Record #1, Position: 3672 - 3673, Format: N2.

Variable Label: S2 D19D How often did as little work as possible in spring 2012 math course

Variable Description:

- How often [do/did] you do these things in [math course title]?

You [do/did] as little work as possible; you just [want/wanted] to get by.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	9,133	39.00
2	Less than half of the time	4,422	18.89
3	Half of the time	1,938	8.28
4	More than half of the time	1,004	4.29
5	Always	686	2.93
-7	Item legitimate skip/NA	2,720	11.62
-8	Unit non-response	2,821	12.05
-9	Missing	691	2.95

TOTALS		23,415	100.00
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Variable Name: S2MENJOYING

Record #1, Position: 3674 - 3675, Format: N2.

Variable Label: S2 D20A Teen is enjoying (spring 2012) math course

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math)?

[You [are enjoying/enjoyed] this class very much./You enjoy math classes very much.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MENJOYING.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,821	12.05
2	Agree	7,436	31.76
3	Disagree	6,447	27.53
4	Strongly disagree	3,368	14.38
-8	Unit non-response	2,821	12.05
-9	Missing	522	2.23
TOTALS		23,415	100.00

Variable Name: S2MTEXTBOOK

Record #1, Position: 3676 - 3677, Format: N2.

Variable Label: S2 D20B Teen certain can understand (spring 2012) math textbook

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math)?

[You [are/were] certain that you [can/could] understand the most difficult material presented in the textbook used in this course./ You are certain that you can understand the most difficult material presented in math textbooks.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MTEXTBOOK.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,742	11.71
2	Agree	8,164	34.87
3	Disagree	6,442	27.51
4	Strongly disagree	2,670	11.40
-8	Unit non-response	2,821	12.05
-9	Missing	576	2.46
TOTALS		23,415	100.00

Variable Name: S2MWASTE

Record #1, Position: 3678 - 3679, Format: N2.

Variable Label: S2 D20C Teen thinks (spring 2012) math course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math)?

[You [think/though] this class [is/was] a waste of your time. /You think math classes are a waste of your time.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MWASTE.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,384	5.91
2	Agree	2,851	12.18
3	Disagree	10,074	43.02
4	Strongly disagree	5,728	24.46
-8	Unit non-response	2,821	12.05
-9	Missing	557	2.38
TOTALS		23,415	100.00

Variable Name: S2MSKILLS

Record #1, Position: 3680 - 3681, Format: N2.

Variable Label: S2 D20D Teen certain can master skills taught in (spring 2012) math course

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math)?

[You [are/were] certain that you [can/could] master the skills [being taught/that were taught] in this course./You are certain that you can master math skills.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MSKILLS.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,712	15.85
2	Agree	10,762	45.96
3	Disagree	4,445	18.98
4	Strongly disagree	1,098	4.69
-8	Unit non-response	2,821	12.05
-9	Missing	577	2.46
TOTALS		23,415	100.00

Variable Name: S2MTESTS

Record #1, Position: 3682 - 3683, Format: N2.

Variable Label: S2 D20E Teen confident can do an excellent job on (spring 2012) math tests

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math]?  
[You [are/were] confident that you [can/could] do an excellent job on tests in this course. /You are confident that you can do an excellent job on math tests.]

1=Strongly agree  
2=Agree  
3=Disagree  
4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MTESTS.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,583	15.30
2	Agree	9,704	41.44
3	Disagree	5,349	22.84
4	Strongly disagree	1,362	5.82
-8	Unit non-response	2,821	12.05
-9	Missing	596	2.55
TOTALS		23,415	100.00

Variable Name: S2MBORING

Record #1, Position: 3684 - 3685, Format: N2.

Variable Label: S2 D20F Teen thinks (spring 2012) math course is boring

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math]?  
[You [think/thought] this class [is/was] boring./You think math classes are boring.]

1=Strongly agree  
2=Agree  
3=Disagree  
4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MBORING.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,392	14.49
2	Agree	6,718	28.69
3	Disagree	7,686	32.83
4	Strongly disagree	2,212	9.45
-8	Unit non-response	2,821	12.05
-9	Missing	586	2.50
TOTALS		23,415	100.00

Variable Name: S2MASSEXCL

Record #1, Position: 3686 - 3687, Format: N2.

Variable Label: S2 D20G Teen confident can do excellent job on (spring 2012) math assignments

Variable Description:

- How much do you agree or disagree with the following statements about [math course title]/math]?  
[You [are/were] confident that you [can/could] do an excellent job on assignments in this course. /You are confident that you can do an excellent job on math assignments.]

[You [are/were] confident that you [can/could] do an excellent job on assignments in this course. /You are confident that you can do an excellent job on math assignments.]

1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree

Note: Question and item wording was customized such that the present tense of the words in brackets displayed if the respondent indicated they were currently taking a math course. If the respondent indicated they were not currently taking a math course, the past tense of the words in brackets displayed. If the respondent indicated they took more than one math course, the most challenging math course selected in S2D16 displayed in place of "math course title," otherwise the math course selected in S2D15 displayed.

Administered To: Respondents who took a math course in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1MASSEXCL.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,221	18.03
2	Agree	10,866	46.41
3	Disagree	3,937	16.81
4	Strongly disagree	959	4.10
-8	Unit non-response	2,821	12.05
-9	Missing	611	2.61
TOTALS		23,415	100.00

Variable Name: S2SSPR12

Record #1, Position: 3688 - 3689, Format: N2.

Variable Label: S2 D21 Teenager taking science/computer science/tech class(es) in spring 2012

Variable Description:

- [Are you currently taking any science, computer science or technology courses/Were you taking any science, computer science or technology courses during the spring term of 2012?

1=Yes

0=No

Note: Question wording was customized such that "Are you currently taking any science, computer science or technology courses" displayed if the respondent indicated they were currently attending school, otherwise "Were you taking any science, computer science or technology courses during the spring term of 2012" displayed.

Administered To: Respondents who are currently attending school or being homeschooled.

Code	Value Label	Frequency	Percentage
0	No	3,392	14.49
1	Yes	16,192	69.15
-7	Item legitimate skip/NA	631	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	379	1.62
TOTALS		23,415	100.00

Variable Name: S2LIFES12

Record #1, Position: 3690 - 3691, Format: N2.

Variable Label: S2 D22A Taking life science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Life Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
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0	No	15,841	67.65
1	Yes	207	0.88
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2BIO1S12

Record #1, Position: 3692 - 3693, Format: N2.

Variable Label: S2 D22B Taking biology I spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Biology I

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	14,785	63.14
1	Yes	1,263	5.39
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2BIO2S12

Record #1, Position: 3694 - 3695, Format: N2.

Variable Label: S2 D22C Taking biology II spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Biology II

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,489	66.15
1	Yes	559	2.39
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2APBIOS12

Record #1, Position: 3696 - 3697, Format: N2.

Variable Label: S2 D22D Advanced Placement (AP) Biology spring 2012

## Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Advanced Placement (AP) Biology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,452	65.99
1	Yes	596	2.55
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2IBIOS12

Record #1, Position: 3698 - 3699, Format: N2.

Variable Label: S2 D22E International Baccalaureate (IB) Biology spring 2012

## Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

International Baccalaureate (IB) Biology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,942	68.08
1	Yes	106	0.45
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2ANATOMYS12

Record #1, Position: 3700 - 3701, Format: N2.

Variable Label: S2 D22F Taking anatomy or physiology spring 2012

## Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Anatomy or Physiology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,966	63.92
1	Yes	1,082	4.62
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2OTHBIOS12

Record #1, Position: 3702 - 3703, Format: N2.

Variable Label: S2 D22G Taking other biological science courses spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Other biological sciences such as botany, marine biology, or zoology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,214	64.98
1	Yes	834	3.56
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2CHEM1S12

Record #1, Position: 3704 - 3705, Format: N2.

Variable Label: S2 D22H Taking chemistry I spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Chemistry I

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,099	43.13
1	Yes	5,949	25.41
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2CHEM2S12

Record #1, Position: 3706 - 3707, Format: N2.



Variable Label: S2 D22I Taking chemistry II spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Chemistry II

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,372	65.65
1	Yes	676	2.89
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2APCHEM12

Record #1, Position: 3708 - 3709, Format: N2.

Variable Label: S2 D22J Taking Advanced Placement (AP) chemistry spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Advanced Placement (AP) Chemistry

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,457	66.01
1	Yes	591	2.52
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2IBCHEM12

Record #1, Position: 3710 - 3711, Format: N2.

Variable Label: S2 D22K Taking International Baccalaureate (IB) chemistry spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

International Baccalaureate (IB) Chemistry

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,983	68.26
1	Yes	65	0.28
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2EARTHS12

Record #1, Position: 3712 - 3713, Format: N2.

Variable Label: S2 D22L Taking earth science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Earth Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,181	64.83
1	Yes	867	3.70
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2APENVS12

Record #1, Position: 3714 - 3715, Format: N2.

Variable Label: S2 D22M Taking Advanced Placement (AP) environmental science

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Advanced Placement (AP) Environmental Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,630	66.75
1	Yes	418	1.79
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2IBENVS12

Record #1, Position: 3716 - 3717, Format: N2.

Variable Label: S2 D22N Taking IB Environmental Systems and Societies spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

International Baccalaureate (IB) Environmental Systems and Societies

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S20THENVS12

Record #1, Position: 3718 - 3719, Format: N2.

Variable Label: S2 D22O Taking other earth or environmental science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,457	66.01
1	Yes	591	2.52
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2PHYSIC1S12

Record #1, Position: 3720 - 3721, Format: N2.

Variable Label: S2 D22P Taking physics I spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Physics I

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	13,001	55.52
1	Yes	3,047	13.01

-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2PHYSIC2S12

Record #1, Position: 3722 - 3723, Format: N2.

Variable Label: S2 D22Q Taking physics II spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Physics II

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,738	67.21
1	Yes	310	1.32
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2APPHYSIC12

Record #1, Position: 3724 - 3725, Format: N2.

Variable Label: S2 D22R Advanced Placement (AP) Physics B or C

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Advanced Placement (AP) Physics B or C

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,756	67.29
1	Yes	292	1.25
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2IBPHYSIC12

Record #1, Position: 3726 - 3727, Format: N2.

Variable Label: S2 D22S International Baccalaureate (IB) Physics

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

## International Baccalaureate (IB) Physics

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,996	68.32
1	Yes	52	0.22
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2PHYSS12

Record #1, Position: 3728 - 3729, Format: N2.

Variable Label: S2 D22T Taking physical science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Physical Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,428	65.89
1	Yes	620	2.65
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2TECHS12

Record #1, Position: 3730 - 3731, Format: N2.

Variable Label: S2 D22U Taking principles of technology spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Principles of Technology

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: S2OTHPHYS12

Record #1, Position: 3732 - 3733, Format: N2.

Variable Label: S2 D22V Taking other physical science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Other physical sciences such as astronomy or electronics

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,951	68.12
1	Yes	97	0.41
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2INTGS1S12

Record #1, Position: 3734 - 3735, Format: N2.

Variable Label: S2 D22W Taking integrated science I spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Integrated Science I

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,921	67.99
1	Yes	127	0.54
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2INTGS2S12

Record #1, Position: 3736 - 3737, Format: N2.

Variable Label: S2 D22X Taking integrated science II or above spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Integrated Science II or above

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,002	68.34
1	Yes	46	0.20
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2GENS12

Record #1, Position: 3738 - 3739, Format: N2.

Variable Label: S2 D22Y Taking general science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

General Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,913	67.96
1	Yes	135	0.58
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2COMPAPP12

Record #1, Position: 3740 - 3741, Format: N2.

Variable Label: S2 D22Z Taking computer applications spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Computer Applications

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,563	66.47
1	Yes	485	2.07
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05

-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2COMPPROG12

Record #1, Position: 3742 - 3743, Format: N2.

Variable Label: S2 D22AA Taking computer programming spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Computer Programming

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,781	67.40
1	Yes	267	1.14
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2APCOMPSCI12

Record #1, Position: 3744 - 3745, Format: N2.

Variable Label: S2 D22BB Taking AP computer science spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Advanced Placement (AP) Computer Science

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	15,972	68.21
1	Yes	76	0.32
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2IBTECH12

Record #1, Position: 3746 - 3747, Format: N2.

Variable Label: S2 D22CC Taking IB Design Technology spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

International Baccalaureate (IB) Design Technology

0=No



1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTHCOMP12

Record #1, Position: 3748 - 3749, Format: N2.

Variable Label: S2 D22DD Taking other computer or information science course spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Other computer or information science course

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,713	67.11
1	Yes	335	1.43
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2ENGINEER12

Record #1, Position: 3750 - 3751, Format: N2.

Variable Label: S2 D22EE Taking engineering spring 2012

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

An engineering course such as general engineering, robotics, aeronautical, mechanical or electrical engineering

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,660	66.88
1	Yes	388	1.66
-7	Item legitimate skip/NA	4,023	17.18
-8	Unit non-response	2,821	12.05
-9	Missing	523	2.23
TOTALS		23,415	100.00

Variable Name: S2OTHS12

Record #1, Position: 3752 - 3753, Format: N2.

Variable Label: S2 D22FF Taking other science, computer science, or engineering course spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Other science, computer science, or engineering course

0=No

1=Yes

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2OTHS12SP

Record #1, Position: 3754 - 3953, Format: A200

Variable Label: S2 D22GG Specific other science course spring 2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What science, computer science, or engineering course or courses are you currently taking?/What science, computer science or engineering course or courses were you taking during the spring term of 2012?

Please specify:

Note: Question wording was customized such that "What science, computer science, or engineering course or courses are you currently taking?" displayed if the respondent indicated they were currently attending school, otherwise "What science, computer science or engineering course or courses were you taking during the spring term of 2012?" if the respondent was not currently attending school.

Administered To: Respondents taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2HISCIENCE12

Record #1, Position: 3954 - 3955, Format: N2.

Variable Label: S2 D23 Most challenging science course spring 2012

Comment: "IB Environmental Systems and Societies" and "Principles of Technology" recoded as "Other science/technology/engineering/computer science course" on the public use file.

Variable Description:

- Of the science courses you [are currently taking/were taking during the spring term of 2012], which [is/was] the most challenging?

1=Life science

2=Biology I

3=Biology II

4=Advanced Placement (AP) Biology

5=International Baccalaureate (IB) Biology

6=Anatomy or Physiology

7=Other biological sciences such as botany, marine biology, or zoology

8=Chemistry I

9=Chemistry II

10=Advanced Placement (AP) Chemistry

11=International Baccalaureate (IB) Chemistry

12=Earth Science

13=Advanced Placement (AP) Environmental Science

14=International Baccalaureate (IB) Environmental Systems and Societies

15=Other earth or environmental sciences such as ecology, geology, oceanography or meteorology

16=Physics I

17=Physics II

18=Advanced Placement (AP) Physics B or C

19=International Baccalaureate (IB) Physics

20=Physical Science

21=Principles of Technology

22=Other physical sciences such as astronomy or electronics

23=Integrated Science I

24=Integrated Science II and above

25=General Science

32=If S2SCRSE32SP is nonmissing fill [S2SCRSE32SP] else fill "Other science, technology, engineering, or computer science course"

Note: Question wording was customized such that "are you currently taking" and "is" displayed if the respondent indicated they were currently attending school, otherwise "were taking during the spring term of 2012" and "was" displayed if the respondent was not currently attending school.

Administered To: Respondents taking more than one science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Life science	94	0.40
2	Biology I	938	4.01
3	Biology II	422	1.80
4	AP Biology	531	2.27
5	IB Biology	90	0.38
6	Anatomy or Physiology	859	3.67
7	Other biological sciences	611	2.61
8	Chemistry I	5,533	23.63
9	Chemistry II	571	2.44
10	AP Chemistry	529	2.26
11	IB Chemistry	51	0.22
12	Earth Science	625	2.67
13	AP Environmental Science	328	1.40
15	Other earth or environmental sciences	482	2.06
16	Physics I	2,695	11.51
17	Physics II	228	0.97
18	AP Physics B or C	262	1.12
19	IB Physics	45	0.19
20	Physical Science	436	1.86
22	Other physical sciences	68	0.29
23	Integrated Science I	82	0.35
24	Integrated Science II and above	31	0.13
25	General Science	51	0.22
32	Other science/technology/engineering/computer science course	166	0.71
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	565	2.41
TOTALS		23,415	100.00

Variable Name: S2SDISLIKE

Record #1, Position: 3956 - 3957, Format: N2.

Variable Label: S2 D24A Not taking science because really dislikes science

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You really dislike science.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,816	12.03
1	Yes	693	2.96
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	684	2.92
TOTALS		23,415	100.00

Variable Name: S2SNOTHSREQ

Record #1, Position: 3958 - 3959, Format: N2.

Variable Label: S2 D24B Not taking science because it is not required for HS graduation

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

It is not required for high school graduation.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,756	11.77
1	Yes	738	3.15
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	699	2.99
TOTALS		23,415	100.00

Variable Name: S2SNOCLGADM

Record #1, Position: 3960 - 3961, Format: N2.

Variable Label: S2 D24C Not taking science because won't be needed to get into college

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You will not need it to get into college.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,850	12.17
1	Yes	631	2.69
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	712	3.04
TOTALS		23,415	100.00

Variable Name: S2SNOCLGSUCC

Record #1, Position: 3962 - 3963, Format: N2.

Variable Label: S2 D24D Not taking science because won't be needed to succeed in college

## Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You will not need it to succeed in college.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,881	12.30
1	Yes	591	2.52
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	721	3.08
TOTALS		23,415	100.00

Variable Name: S2SNOCAREER

Record #1, Position: 3964 - 3965, Format: N2.

Variable Label: S2 D24E Not taking science because won't be needed for career

## Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You will not need it for your career.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,725	11.64
1	Yes	745	3.18
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	723	3.09
TOTALS		23,415	100.00

Variable Name: S2SNOCNSLREC

Record #1, Position: 3966 - 3967, Format: N2.

Variable Label: S2 D24F Not taking science because HS counselor discouraged teen

## Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

A high school counselor discouraged you from taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,270	13.97
1	Yes	207	0.88
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	716	3.06

TOTALS		23,415	100.00
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Variable Name: S2SNOTCHRREC

Record #1, Position: 3968 - 3969, Format: N2.

Variable Label: S2 D24G Not taking science because teacher discouraged teen

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

A teacher discouraged you from taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	3,301	14.10
1	Yes	167	0.71
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	725	3.10
TOTALS		23,415	100.00

Variable Name: S2SNOPARREC

Record #1, Position: 3970 - 3971, Format: N2.

Variable Label: S2 D24H Not taking science because parent discouraged teen

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

Your parents discouraged you from taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	3,329	14.22
1	Yes	139	0.59
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	725	3.10
TOTALS		23,415	100.00

Variable Name: S2SNOFAMREC

Record #1, Position: 3972 - 3973, Format: N2.

Variable Label: S2 D24I Not taking science because family member discouraged teen

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

Another family member discouraged you from taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	3,347	14.29

1	Yes	114	0.49
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	732	3.13
TOTALS		23,415	100.00

Variable Name: S2SNOEMPREG

Record #1, Position: 3974 - 3975, Format: N2.

Variable Label: S2 D24J Not taking science because employer discouraged teen

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

Your employer discouraged you from taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	3,364	14.37
1	Yes	102	0.44
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	727	3.10
TOTALS		23,415	100.00

Variable Name: S2SNOFRIEND

Record #1, Position: 3976 - 3977, Format: N2.

Variable Label: S2 D24K Not taking science because friends were not taking it

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

Your friends [are/were] not taking a science class.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	3,233	13.81
1	Yes	229	0.98
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	731	3.12
TOTALS		23,415	100.00

Variable Name: S2SDONTDOWELL

Record #1, Position: 3978 - 3979, Format: N2.

Variable Label: S2 D24L Not taking science because doesn't do well in science

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You do not do well in science.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,795	11.94
1	Yes	671	2.87
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	727	3.10
TOTALS		23,415	100.00

Variable Name: S2SNOASSIGN

Record #1, Position: 3980 - 3981, Format: N2.

Variable Label: S2 D24M Not taking science because not assigned to it

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You were not assigned to a science course.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,952	8.34
1	Yes	1,524	6.51
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	717	3.06
TOTALS		23,415	100.00

Variable Name: S2STOOKBEFORE

Record #1, Position: 3982 - 3983, Format: N2.

Variable Label: S2 D24N Not taking science because took it earlier in the school year

Variable Description:

- Why [are/were] you not taking a science course [in the spring term]?

You took science earlier in the school year.

1=Yes

0=No

Note: Question wording was customized such that "Are" displayed if the respondent indicated they were currently attending school, otherwise "Were" and "in the spring term" displayed.

Administered To: Respondents who were not taking a science course in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,183	5.05
1	Yes	2,296	9.81
-7	Item legitimate skip/NA	16,401	70.04
-8	Unit non-response	2,821	12.05
-9	Missing	714	3.05
TOTALS		23,415	100.00

Variable Name: S2SENJOYS

Record #1, Position: 3984 - 3985, Format: N2.

Variable Label: S2 D25A Teen is taking spring 2012 science b/c he/she really enjoys science

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...



you really enjoy science?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SENJOYS.

Code	Value Label	Frequency	Percentage
0	No	7,425	31.71
1	Yes	8,219	35.10
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	649	2.77
TOTALS		23,415	100.00

Variable Name: S2SCHALLENGE

Record #1, Position: 3986 - 3987, Format: N2.

Variable Label: S2 D25B Teen is taking spring 2012 science b/c he/she likes to be challenged

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...

you like to be challenged?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SCHALLENGE.

Code	Value Label	Frequency	Percentage
0	No	7,139	30.49
1	Yes	8,489	36.25
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	665	2.84
TOTALS		23,415	100.00

Variable Name: S2SHSREQ

Record #1, Position: 3988 - 3989, Format: N2.

Variable Label: S2 D25C Teen is taking spring 2012 science b/c it is a school requirement

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...

you had no choice, it is a high school requirement?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SHSREQ.

Code	Value Label	Frequency	Percentage
0	No	5,955	25.43

1	Yes	9,682	41.35
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	656	2.80
TOTALS		23,415	100.00

Variable Name: S2SCLGADM

Record #1, Position: 3990 - 3991, Format: N2.

Variable Label: S2 D25D Teen is taking spring 2012 science b/c needs it to get into college

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
you will need it to get into college?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SCLGADM.

Code	Value Label	Frequency	Percentage
0	No	4,859	20.75
1	Yes	10,738	45.86
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	696	2.97
TOTALS		23,415	100.00

Variable Name: S2SCLGSUCC

Record #1, Position: 3992 - 3993, Format: N2.

Variable Label: S2 D25E Teen is taking spring 2012 science b/c needs it to succeed in college

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
you will need it to succeed in college?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SCLGSUCC.

Code	Value Label	Frequency	Percentage
0	No	5,633	24.06
1	Yes	9,976	42.61
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	684	2.92
TOTALS		23,415	100.00

Variable Name: S2SCAREER

Record #1, Position: 3994 - 3995, Format: N2.

Variable Label: S2 D25F Teen is taking spring 2012 science b/c needs it for career

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
you will need it for your career?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SCAREER.

Code	Value Label	Frequency	Percentage
0	No	8,885	37.95
1	Yes	6,699	28.61
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	709	3.03
TOTALS		23,415	100.00

Variable Name: S2SCNSLREC

Record #1, Position: 3996 - 3997, Format: N2.

Variable Label: S2 D25G Teen is taking spring 2012 science b/c school counselor suggested it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
a high school counselor suggested you take it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	10,111	43.18
1	Yes	5,478	23.40
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	704	3.01
TOTALS		23,415	100.00

Variable Name: S2STCHRREC

Record #1, Position: 3998 - 3999, Format: N2.

Variable Label: S2 D25H Teen is taking spring 2012 science b/c teacher encouraged it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
a teacher encouraged you to take it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	10,553	45.07

1	Yes	5,022	21.45
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	718	3.07
TOTALS		23,415	100.00

Variable Name: S2SPARREC

Record #1, Position: 4000 - 4001, Format: N2.

Variable Label: S2 D25I Teen is taking spring 2012 science b/c parent(s) encouraged it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
your parents encouraged you to take it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	10,863	46.39
1	Yes	4,708	20.11
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	722	3.08
TOTALS		23,415	100.00

Variable Name: S2SFAMREC

Record #1, Position: 4002 - 4003, Format: N2.

Variable Label: S2 D25J Teen is taking spring 2012 science b/c family member encouraged it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
another family member encouraged you to take it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
0	No	13,099	55.94
1	Yes	2,467	10.54
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	727	3.10
TOTALS		23,415	100.00

Variable Name: S2SEMPREC

Record #1, Position: 4004 - 4005, Format: N2.

Variable Label: S2 D25K Teen is taking spring 2012 science b/c employer encouraged it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
your employer encouraged you to take it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,896	63.62
1	Yes	655	2.80
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S2SFRIEND

Record #1, Position: 4006 - 4007, Format: N2.

Variable Label: S2 D25L Teen is taking spring 2012 science b/c friends taking it

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
your friends were taking it?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,641	45.45
1	Yes	4,903	20.94
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	749	3.20
TOTALS		23,415	100.00

Variable Name: S2SDOWELL

Record #1, Position: 4008 - 4009, Format: N2.

Variable Label: S2 D25M Teen is taking spring 2012 science b/c does well in science

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
you do well in science?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,556	23.73
1	Yes	10,019	42.79
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05

-9	Missing	718	3.07
TOTALS		23,415	100.00

Variable Name: S2SASSIGNED

Record #1, Position: 4010 - 4011, Format: N2.

Variable Label: S2 D25N Teen is taking spring 2012 science b/c it was assigned

Variable Description:

- Why [are/were] you taking [science course title] ? Would you say you [are/were] taking it because...  
it was assigned to you?

1=Yes

0=No

Note: Question wording was customized such that "are" displayed if the respondent indicated they were currently taking a science course, otherwise "were" displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1SASSIGNED.

Code	Value Label	Frequency	Percentage
0	No	6,588	28.14
1	Yes	8,982	38.36
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	723	3.09
TOTALS		23,415	100.00

Variable Name: S2STCHTREAT

Record #1, Position: 4012 - 4013, Format: N2.

Variable Label: S2 D26A Teen's spring 2012 science teacher treats some kids better than others

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [science course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...  
[treats/treated] some kids better than other kids.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed. "In addition, the response item options were customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1STCHTREAT.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,603	6.85
2	Agree	3,259	13.92
3	Disagree	7,156	30.56
4	Strongly disagree	3,566	15.23
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	709	3.03
TOTALS		23,415	100.00

Variable Name: S2STCHINTRST

Record #1, Position: 4014 - 4015, Format: N2.

Variable Label: S2 D26B Teen's spring 2012 science teacher makes science interesting

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [science course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...  
[makes/made] science interesting.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed. "In addition, the response item options were customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1STCHINTRST.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,530	19.35
2	Agree	6,776	28.94
3	Disagree	2,965	12.66
4	Strongly disagree	1,321	5.64
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	701	2.99
TOTALS		23,415	100.00

Variable Name: S2STCHEASY

Record #1, Position: 4016 - 4017, Format: N2.

Variable Label: S2 D26C Teen's spring 2012 science teacher makes science easy to understand

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [science course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...  
[makes/made] science easy to understand.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed. "In addition, the response item options were customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012.

Administered To: Respondents taking science in spring term of 2012.

Crossround Note: This variable is a repeat of the BY variable S1STCHEASY.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,552	15.17
2	Agree	6,902	29.48
3	Disagree	3,500	14.95
4	Strongly disagree	1,615	6.90
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	724	3.09
TOTALS		23,415	100.00

Variable Name: S2STCHTHINK

Record #1, Position: 4018 - 4019, Format: N2.

Variable Label: S2 D26D Teen's spring 2012 science teacher wants students to think, not memorize

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [science course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...

[wants/wanted] students to think, not just memorize things.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed. "In addition, the response item options were customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,151	22.00
2	Agree	7,256	30.99
3	Disagree	2,353	10.05
4	Strongly disagree	809	3.46
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	724	3.09
TOTALS		23,415	100.00

Variable Name: S2STCHGIVEUP

Record #1, Position: 4020 - 4021, Format: N2.

Variable Label: S2 D26E Teen's spring 2012 science teacher doesn't let students give up

Variable Description:

- How much do you agree or disagree with the following statements about your teacher for [science course title]? Remember, none of your teachers or your principal will see any of the answers you provide. Your teacher...

[doesn't/didn't] let people give up when the work [gets/got] hard.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed. "In addition, the response item options were customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,435	18.94
2	Agree	7,316	31.24
3	Disagree	2,881	12.30
4	Strongly disagree	920	3.93
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	741	3.16
TOTALS		23,415	100.00

Variable Name: S2SATTENTION

Record #1, Position: 4022 - 4023, Format: N2.



Variable Label: S2 D27A How often paid attention to spring 2012 science teacher

Variable Description:

- How often [do/did] you do these things in [science course title]?

You [pay/paid] attention to the teacher.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and response option wording was customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	256	1.09
2	Less than half of the time	954	4.07
3	Half of the time	2,402	10.26
4	More than half of the time	5,967	25.48
5	Always	5,976	25.52
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	738	3.15
TOTALS		23,415	100.00

Variable Name: S2SONTIME

Record #1, Position: 4024 - 4025, Format: N2.

Variable Label: S2 D27B How often turned in assignments on time in spring 2012 science course

Variable Description:

- How often [do/did] you do these things in [science course title]?

You [turn/turned] in your assignments and projects on time.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and response option wording was customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	144	0.61
2	Less than half of the time	536	2.29
3	Half of the time	1,724	7.36
4	More than half of the time	5,050	21.57
5	Always	8,064	34.44
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	775	3.31
TOTALS		23,415	100.00

Variable Name: S2SSTOPTRYING

Record #1, Position: 4026 - 4027, Format: N2.

Variable Label: S2 D27C How often stopped trying in spring 2012 science course

Variable Description:

- How often [do/did] you do these things in [science course title]?

When an assignment [is/was] very difficult, you [stop/stopped] trying.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and response option wording was customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	7,079	30.23
2	Less than half of the time	5,186	22.15
3	Half of the time	2,079	8.88
4	More than half of the time	852	3.64
5	Always	348	1.49
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	749	3.20
TOTALS		23,415	100.00

Variable Name: S2SGETBY

Record #1, Position: 4028 - 4029, Format: N2.

Variable Label: S2 D27D How often did as little work as possible in spring 2012 science course

Variable Description:

- How often [do/did] you do these things in [science course title]?

You [do/did] as little work as possible; you just [want/wanted] to get by.

1=Never

2=Less than half of the time

3=Half of the time

4=More than half of the time

5=Always

Note: Question and response option wording was customized such that the present tense of the word in brackets displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. Question wording was customized such if the respondent indicated they took more than one science course, the most challenging science course selected in S2D24 displayed in place of "science course title," otherwise the science course selected in S2D23 displayed.

Administered To: Respondents taking science in spring term of 2012.

Code	Value Label	Frequency	Percentage
1	Never	8,670	37.03
2	Less than half of the time	3,727	15.92
3	Half of the time	1,767	7.55
4	More than half of the time	817	3.49
5	Always	526	2.25
-7	Item legitimate skip/NA	4,301	18.37
-8	Unit non-response	2,821	12.05
-9	Missing	786	3.36

TOTALS		23,415	100.00
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Variable Name: S2SENJOYING

Record #1, Position: 4030 - 4031, Format: N2.

Variable Label: S2 D28A 9th grader is enjoying fall 2009 science course very much

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [are enjoying/enjoyed] this class very much./You enjoy science classes very much.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,503	19.23
2	Agree	8,329	35.57
3	Disagree	4,961	21.19
4	Strongly disagree	2,163	9.24
-8	Unit non-response/component not applicable	2,821	12.05
-9	Missing	638	2.72
TOTALS		23,415	100.00

Variable Name: S2STEXTBOOK

Record #1, Position: 4032 - 4033, Format: N2.

Variable Label: S2 D28B Teen certain can understand (spring 2012) science textbook

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [are/were] certain that you [can/could] understand the most difficult material presented in the textbook used in this course./ You are certain that you can understand the most difficult material presented in science textbooks.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1STEXTBOOK.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,449	14.73
2	Agree	8,466	36.16
3	Disagree	6,080	25.97
4	Strongly disagree	1,897	8.10
-8	Unit non-response	2,821	12.05
-9	Missing	702	3.00
TOTALS		23,415	100.00

Variable Name: S2SWASTE

Record #1, Position: 4034 - 4035, Format: N2.

Variable Label: S2 D28C Teen thinks (spring 2012) science course is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [think/thought] this class [is/was] a waste of your time. /You think science classes are a waste of your time.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1SWASTE.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,198	5.12
2	Agree	2,649	11.31
3	Disagree	10,195	43.54
4	Strongly disagree	5,848	24.98
-8	Unit non-response	2,821	12.05
-9	Missing	704	3.01
TOTALS		23,415	100.00

Variable Name: S2SSKILLS

Record #1, Position: 4036 - 4037, Format: N2.

Variable Label: S2 D28D Teen certain can master skills taught in (spring 2012) science course

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [are/were] certain that you [can/could] master the skills [being taught/that were taught] in this course./You are certain that you can master science skills.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1SSKILLS.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,714	15.86
2	Agree	10,234	43.71
3	Disagree	4,792	20.47
4	Strongly disagree	1,114	4.76
-8	Unit non-response	2,821	12.05
-9	Missing	740	3.16
TOTALS		23,415	100.00

Variable Name: S2STESTS

Record #1, Position: 4038 - 4039, Format: N2.

Variable Label: S2 D28E Teen confident can do an excellent job on (spring 2012) science tests

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [are/were] confident that you [can/could] do an excellent job on tests in this course. /You are confident that you can do an excellent job on science tests.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1STESTS.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,751	16.02
2	Agree	9,616	41.07
3	Disagree	5,304	22.65
4	Strongly disagree	1,159	4.95
-8	Unit non-response	2,821	12.05
-9	Missing	764	3.26
TOTALS		23,415	100.00

Variable Name: S2SBORING

Record #1, Position: 4040 - 4041, Format: N2.

Variable Label: S2 D28F Teen thinks (spring 2012) science course is boring

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [think/thought] this class [is/was] boring./You think science classes are boring.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1SBORING.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,114	9.03
2	Agree	4,694	20.05
3	Disagree	8,831	37.72
4	Strongly disagree	4,232	18.07
-8	Unit non-response	2,821	12.05
-9	Missing	723	3.09
TOTALS		23,415	100.00

Variable Name: S2SASSEXCL

Record #1, Position: 4042 - 4043, Format: N2.

Variable Label: S2 D28G Teen confident can do excellent job on (spring 2012) science assignments

Variable Description:

- How much do you agree or disagree with the following statements about [science course title/science]?

[You [are/were] confident that you [can/could] do an excellent job on assignments in this course. /You are confident that you can do an excellent job on science assignments.]

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: Question and response option wording was customized such that the present tense of the word in brackets and the first sentence of the response options displayed if the respondent indicated they were currently taking a science course, otherwise the past tense of the word displayed if the respondent indicated they took a science course in the spring of 2012. If the respondent indicated they had not taken a science course, the second sentence displayed. Question wording was customized such that if the respondent selected a science course in previous questions the science course displayed in place of "science course title" otherwise "science" displayed.

Administered To: All Respondents.

Crossround Note: This variable is a repeat of the BY variable S1SASSEXL.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,430	18.92
2	Agree	10,630	45.40
3	Disagree	3,866	16.51
4	Strongly disagree	894	3.82
-8	Unit non-response	2,821	12.05
-9	Missing	774	3.31
TOTALS		23,415	100.00

Variable Name: S2HSPLAN

Record #1, Position: 4044 - 4045, Format: N2.

Variable Label: S2 D29 School asked teen to develop graduation/career/education plan

Variable Description:

- [Has/Did] your school [asked/ask] you to develop a high school graduation, career, or education plan?

1=Yes

2=No

3=Don't know

Note: Question wording was customized such that "Has" and "asked" displayed if the respondent indicated they were currently attending school, otherwise "Did" and "ask" displayed if the respondent was not currently attending school.

Administered To: All respondents.

Code	Value Label	Frequency	Percentage
1	Yes	8,696	37.14
2	No	6,781	28.96
3	Don't know	4,617	19.72
-8	Unit non-response	2,821	12.05
-9	Missing	500	2.14
TOTALS		23,415	100.00

Variable Name: S2SUBMITPLAN

Record #1, Position: 4046 - 4047, Format: N2.

Variable Label: S2 D30 Teen has submitted graduation/career/education plan to school

Variable Description:

- [Have you submitted/Did you submit] this plan to your school?

1=Yes

2=No

3=Don't know

Note: Question wording was customized such that "Have you submitted" displayed if the respondent indicated they were currently attending school, otherwise "Did you submit" displayed if the respondent was not currently attending school.

Administered To: Respondents who indicated their high school asked for a graduation, career, or education plan.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	3,259	13.92
2	No	4,299	18.36
3	Don't know	1,065	4.55
-7	Item legitimate skip/NA	11,398	48.68
-8	Unit non-response	2,821	12.05
-9	Missing	573	2.45
TOTALS		23,415	100.00

Variable Name: S2REVIEWPLAN

Record #1, Position: 4048 - 4049, Format: N2.

Variable Label: S2 D31 How often met with adult in school to review plan

Variable Description:

- On average, how often [have you met/did you meet] with an adult in your high school to review or revise this plan?

1=Never

2=Less than once each school year

3=Once each school year

4=More than once each school year

Note: Question wording was customized such that "have you met" displayed if the respondent indicated they were currently attending school, otherwise "did you meet" displayed if the respondent was not currently attending school.

Administered To: Respondents who indicated their high school asked for a graduation, career, or education plan.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	2,470	10.55
2	Less than once each school year	1,692	7.23
3	Once each school year	2,517	10.75
4	More than once each school year	1,947	8.32
-7	Item legitimate skip/NA	11,398	48.68
-8	Unit non-response	2,821	12.05
-9	Missing	570	2.43
TOTALS		23,415	100.00

Variable Name: S2MPERSON1

Record #1, Position: 4050 - 4051, Format: N2.

Variable Label: S2 E01A Teenager sees himself/herself as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

You see yourself as a math person.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents.

Crossround Note: This variable is a repeat of the BY variable S1MPERSON1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,118	13.32
2	Agree	6,164	26.33
3	Disagree	6,362	27.17
4	Strongly disagree	4,459	19.04
-8	Unit non-response	2,821	12.05
-9	Missing	491	2.10
TOTALS		23,415	100.00

Variable Name: S2MPERSON2

Record #1, Position: 4052 - 4053, Format: N2.

Variable Label: S2 E01B Others see teenager as a math person

Variable Description:

- How much do you agree or disagree with the following statements?

Others see you as a math person.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents.

Crossround Note: This variable is a repeat of the BY variable S1MPERSON2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,597	11.09
2	Agree	7,307	31.21
3	Disagree	6,620	28.27
4	Strongly disagree	3,524	15.05
-8	Unit non-response	2,821	12.05
-9	Missing	546	2.33
TOTALS		23,415	100.00

Variable Name: S2MLEARN

Record #1, Position: 4054 - 4055, Format: N2.

Variable Label: S2 E01C Most people can learn to be good at math

Variable Description:

- How much do you agree or disagree with the following statements?

Most people can learn to be good at math.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,775	11.85
2	Agree	12,852	54.89
3	Disagree	3,510	14.99
4	Strongly disagree	916	3.91
-8	Unit non-response	2,821	12.05
-9	Missing	541	2.31
TOTALS		23,415	100.00

Variable Name: S2MBORN

Record #1, Position: 4056 - 4057, Format: N2.

Variable Label: S2 E01D You have to be born with the ability to be good at math

Variable Description:

- How much do you agree or disagree with the following statements?

You have to be born with the ability to be good at math.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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1	Strongly agree	1,365	5.83
2	Agree	4,431	18.92
3	Disagree	10,431	44.55
4	Strongly disagree	3,800	16.23
-8	Unit non-response	2,821	12.05
-9	Missing	567	2.42
TOTALS		23,415	100.00

Variable Name: S2MUSELIFE

Record #1, Position: 4058 - 4059, Format: N2.

Variable Label: S2 E02A Teenager thinks math is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about math?

Math is useful for everyday life.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1MUSELIFE.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,460	27.59
2	Agree	10,536	45.00
3	Disagree	2,515	10.74
4	Strongly disagree	586	2.50
-8	Unit non-response	2,821	12.05
-9	Missing	497	2.12
TOTALS		23,415	100.00

Variable Name: S2MUSECLG

Record #1, Position: 4060 - 4061, Format: N2.

Variable Label: S2 E02B Teenager thinks math will be useful for college

Variable Description:

- How much do you agree or disagree with the following statements about math?

Math is useful for college.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1MUSECLG.

Code	Value Label	Frequency	Percentage
1	Strongly agree	9,757	41.67
2	Agree	9,580	40.91
3	Disagree	549	2.34
4	Strongly disagree	182	0.78
-8	Unit non-response	2,821	12.05
-9	Missing	526	2.25
TOTALS		23,415	100.00

Variable Name: S2MUSEJOB

Record #1, Position: 4062 - 4063, Format: N2.

Variable Label: S2 E02C Teenager thinks math is useful for future career  
 Variable Description:  
 - How much do you agree or disagree with the following statements about math?  
 Math is useful for a future career.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1MUSEJOB.

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,903	33.75
2	Agree	9,823	41.95
3	Disagree	1,815	7.75
4	Strongly disagree	491	2.10
-8	Unit non-response	2,821	12.05
-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S2SPERSON1  
 Record #1, Position: 4064 - 4065, Format: N2.  
 Variable Label: S2 E03A Teenager sees himself/herself as a science person  
 Variable Description:  
 - How much do you agree or disagree with the following statements?  
 You see yourself as a science person.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1SPERSON1.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,109	13.28
2	Agree	7,043	30.08
3	Disagree	7,238	30.91
4	Strongly disagree	2,656	11.34
-8	Unit non-response	2,821	12.05
-9	Missing	548	2.34
TOTALS		23,415	100.00

Variable Name: S2SPERSON2  
 Record #1, Position: 4066 - 4067, Format: N2.  
 Variable Label: S2 E03B Others see teenager as a science person  
 Variable Description:  
 - How much do you agree or disagree with the following statements?  
 Others see you as a science person.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1SPERSON2.

Code	Value Label	Frequency	Percentage
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1	Strongly agree	2,442	10.43
2	Agree	6,767	28.90
3	Disagree	8,334	35.59
4	Strongly disagree	2,432	10.39
-8	Unit non-response	2,821	12.05
-9	Missing	619	2.64
TOTALS		23,415	100.00

Variable Name: S2SLEARN

Record #1, Position: 4068 - 4069, Format: N2.

Variable Label: S2 E03C Most people can learn to be good at science

Variable Description:

- How much do you agree or disagree with the following statements?

Most people can learn to be good at science.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,076	13.14
2	Agree	13,132	56.08
3	Disagree	3,070	13.11
4	Strongly disagree	724	3.09
-8	Unit non-response	2,821	12.05
-9	Missing	592	2.53
TOTALS		23,415	100.00

Variable Name: S2SBORN

Record #1, Position: 4070 - 4071, Format: N2.

Variable Label: S2 E03D You have to be born with the ability to be good at science

Variable Description:

- How much do you agree or disagree with the following statements?

You have to be born with the ability to be good at science.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,108	4.73
2	Agree	3,774	16.12
3	Disagree	11,187	47.78
4	Strongly disagree	3,900	16.66
-8	Unit non-response	2,821	12.05
-9	Missing	625	2.67
TOTALS		23,415	100.00

Variable Name: S2SUSELIFE

Record #1, Position: 4072 - 4073, Format: N2.

Variable Label: S2 E04A Teenager thinks science is useful for everyday life

Variable Description:

- How much do you agree or disagree with the following statements about science?  
 Science is useful for everyday life.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1SUSELIFE.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,073	17.39
2	Agree	9,897	42.27
3	Disagree	5,235	22.36
4	Strongly disagree	827	3.53
-8	Unit non-response	2,821	12.05
-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: S2SUSECLG  
 Record #1, Position: 4074 - 4075, Format: N2.  
 Variable Label: S2 E04B Teenager thinks science will be useful for college  
 Variable Description:  
 - How much do you agree or disagree with the following statements about science?  
 Science is useful for college.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1SUSECLG.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,733	28.76
2	Agree	11,428	48.81
3	Disagree	1,495	6.38
4	Strongly disagree	367	1.57
-8	Unit non-response	2,821	12.05
-9	Missing	571	2.44
TOTALS		23,415	100.00

Variable Name: S2SUSEJOB  
 Record #1, Position: 4076 - 4077, Format: N2.  
 Variable Label: S2 E04C Teenager thinks science is useful for future career  
 Variable Description:  
 - How much do you agree or disagree with the following statements about science?  
 Science is useful for a future career.  
 1=Strongly agree  
 2=Agree  
 3=Disagree  
 4=Strongly disagree  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable S1SUSEJOB.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,225	26.59
2	Agree	9,715	41.49

3	Disagree	3,262	13.93
4	Strongly disagree	753	3.22
-8	Unit non-response	2,821	12.05
-9	Missing	639	2.73
TOTALS		23,415	100.00

Variable Name: S2ENGCOMP

Record #1, Position: 4078 - 4079, Format: N2.

Variable Label: S2 E05A How teen compares males and females in English or language arts

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or language arts

1=Females are much better

2=Females are somewhat better

3=Females and males are the same

4=Males are somewhat better

5=Males are much better

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1ENGCOMP.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	4,008	17.12
2	Females are somewhat better	5,618	23.99
3	Females and males are the same	9,723	41.52
4	Males are somewhat better	346	1.48
5	Males are much better	357	1.52
-8	Unit non-response	2,821	12.05
-9	Missing	542	2.31
TOTALS		23,415	100.00

Variable Name: S2MTHCOMP

Record #1, Position: 4080 - 4081, Format: N2.

Variable Label: S2 E05B How teen compares males and females in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

1=Females are much better

2=Females are somewhat better

3=Females and males are the same

4=Males are somewhat better

5=Males are much better

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1MTHCOMP.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	1,207	5.15
2	Females are somewhat better	2,043	8.73
3	Females and males are the same	11,272	48.14
4	Males are somewhat better	3,964	16.93
5	Males are much better	1,527	6.52
-8	Unit non-response	2,821	12.05
-9	Missing	581	2.48
TOTALS		23,415	100.00

Variable Name: S2SCICOMP

Record #1, Position: 4082 - 4083, Format: N2.

Variable Label: S2 E05C How teen compares males and females in science

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

1=Females are much better

2=Females are somewhat better

3=Females and males are the same

4=Males are somewhat better

5=Males are much better

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1SCICOMP.

Code	Value Label	Frequency	Percentage
1	Females are much better	877	3.75
2	Females are somewhat better	1,455	6.21
3	Females and males are the same	12,851	54.88
4	Males are somewhat better	3,503	14.96
5	Males are much better	1,297	5.54
-8	Unit non-response	2,821	12.05
-9	Missing	611	2.61
TOTALS		23,415	100.00

Variable Name: S2PAYOFF

Record #1, Position: 4084 - 4085, Format: N2.

Variable Label: S2 E06A Teen thinks studying in high school rarely pays off later with good job

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in high school rarely pays off later with good jobs.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1PAYOFF.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,968	8.40
2	Agree	3,505	14.97
3	Disagree	8,780	37.50
4	Strongly disagree	5,792	24.74
-8	Unit non-response	2,821	12.05
-9	Missing	549	2.34
TOTALS		23,415	100.00

Variable Name: S2DOOKAY

Record #1, Position: 4086 - 4087, Format: N2.

Variable Label: S2 E06B Teen thinks people can do OK even if they drop out of high school

Variable Description:

- How much do you agree or disagree with the following statements?

People can do okay even if they drop out of high school.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	768	3.28
2	Agree	6,714	28.67
3	Disagree	7,646	32.65
4	Strongly disagree	4,898	20.92
-8	Unit non-response	2,821	12.05
-9	Missing	568	2.43
TOTALS		23,415	100.00

Variable Name: S2BADGRADES

Record #1, Position: 4088 - 4089, Format: N2.

Variable Label: S2 E06C Teen thinks students w/ bad grades often get good jobs after high school

Variable Description:

- How much do you agree or disagree with the following statements?

Students with bad grades often get good jobs after high school.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	407	1.74
2	Agree	2,954	12.62
3	Disagree	11,701	49.97
4	Strongly disagree	4,914	20.99
-8	Unit non-response	2,821	12.05
-9	Missing	618	2.64
TOTALS		23,415	100.00

Variable Name: S2SCHWASTE

Record #1, Position: 4090 - 4091, Format: N2.

Variable Label: S2 E06D Teen feels that high school often is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements?

High school often is a waste of time.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1SCHWASTE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	493	2.11
2	Agree	1,776	7.58
3	Disagree	8,810	37.63
4	Strongly disagree	8,879	37.92
-8	Unit non-response	2,821	12.05
-9	Missing	636	2.72
TOTALS		23,415	100.00

Variable Name: S2SCHOLARSHIP

Record #1, Position: 4092 - 4093, Format: N2.

Variable Label: S2 E06E Teen thinks studying in high school pays off w/ scholarships for college

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in high school pays off with scholarships for college.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Strongly agree	10,114	43.19
2	Agree	8,739	37.32
3	Disagree	889	3.80
4	Strongly disagree	218	0.93
-8	Unit non-response	2,821	12.05
-9	Missing	634	2.71
TOTALS		23,415	100.00

Variable Name: S2CANTAFFORD

Record #1, Position: 4094 - 4095, Format: N2.

Variable Label: S2 E07A Even if accepted to college, family can't afford to send teen

Variable Description:

- How much do you agree or disagree with the following statements?

Even if you get accepted to college, your family cannot afford to send you.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,375	5.87
2	Agree	4,351	18.58
3	Disagree	9,883	42.21
4	Strongly disagree	4,352	18.59
-8	Unit non-response	2,821	12.05
-9	Missing	633	2.70
TOTALS		23,415	100.00

Variable Name: S2SOMECLG

Record #1, Position: 4096 - 4097, Format: N2.

Variable Label: S2 E07B Regardless of grades, will get into some kind of school/college

Variable Description:

- How much do you agree or disagree with the following statements?

Regardless of your grades, you will be able to get into some kind of school or college.

1=Strongly agree

2=Agree

3=Disagree

4=Strongly disagree

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.



Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	4,759	20.32
2	Agree	10,863	46.39
3	Disagree	3,552	15.17
4	Strongly disagree	767	3.28
-8	Unit non-response	2,821	12.05
-9	Missing	653	2.79
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2MCLUB

Record #1, Position: 4098 - 4099, Format: N2.

Variable Label: S2 F01A Teenager participated in math club since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Math club

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1MCLUB.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,919	80.80
1	Yes	895	3.82
-8	Unit non-response	2,821	12.05
-9	Missing	780	3.33
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2MCOMPETE

Record #1, Position: 4100 - 4101, Format: N2.

Variable Label: S2 F01B Teenager participated in math competition since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Math competition

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1MCOMPETE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,688	79.81
1	Yes	1,102	4.71
-8	Unit non-response	2,821	12.05
-9	Missing	804	3.43
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: S2MSUMMERPRG

Record #1, Position: 4102 - 4103, Format: N2.

Variable Label: S2 F01C Teenager participated in math summer program since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Math summer program

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,014	81.20
1	Yes	775	3.31
-8	Unit non-response	2,821	12.05
-9	Missing	805	3.44
TOTALS		23,415	100.00

Variable Name: S2MGROUP

Record #1, Position: 4104 - 4105, Format: N2.

Variable Label: S2 F01D Teenager participated in math study group since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Math study group

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,687	75.54
1	Yes	2,115	9.03
-8	Unit non-response	2,821	12.05
-9	Missing	792	3.38
TOTALS		23,415	100.00

Variable Name: S2MTUTORED

Record #1, Position: 4106 - 4107, Format: N2.

Variable Label: S2 F01E Teenager tutored in math since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Program where you were tutored in math

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,451	70.26
1	Yes	3,351	14.31
-8	Unit non-response	2,821	12.05
-9	Missing	792	3.38
TOTALS		23,415	100.00

Variable Name: S2SCLUB

Record #1, Position: 4108 - 4109, Format: N2.

Variable Label: S2 F01F Teenager participated in science club since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Science club

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1SCLUB.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,530	79.14
1	Yes	1,253	5.35
-8	Unit non-response	2,821	12.05
-9	Missing	811	3.46
TOTALS		23,415	100.00

Variable Name: S2SCOMPETE

Record #1, Position: 4110 - 4111, Format: N2.

Variable Label: S2 F01G Teenager participated in science competition since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Science competition

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable S1SCOMPETE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,582	79.36
1	Yes	1,207	5.15
-8	Unit non-response	2,821	12.05
-9	Missing	805	3.44
TOTALS		23,415	100.00

Variable Name: S2SSUMMERPRG

Record #1, Position: 4112 - 4113, Format: N2.

Variable Label: S2 F01H Teenager participated in science summer program since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Science summer program

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	19,032	81.28
1	Yes	742	3.17
-8	Unit non-response	2,821	12.05
-9	Missing	820	3.50
TOTALS		23,415	100.00

Variable Name: S2SGROUP

Record #1, Position: 4114 - 4115, Format: N2.

Variable Label: S2 F01I Teenager participated in science study group since fall 2009

Variable Description:

- Since the fall of 2009, which of the following activities have you participated in?

Science study group

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,044	77.06
1	Yes	1,702	7.27

-8	Unit non-response	2,821	12.05
-9	Missing	848	3.62
TOTALS		23,415	100.00

Variable Name: S2STUTORED  
Record #1, Position: 4116 - 4117, Format: N2.  
Variable Label: S2 F01J Teenager tutored in science since fall 2009  
Variable Description:  
- Since the fall of 2009, which of the following activities have you participated in?  
Program where you were tutored in science  
1=Yes  
0=No  
Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	18,460	78.84
1	Yes	1,303	5.56
-8	Unit non-response	2,821	12.05
-9	Missing	831	3.55
TOTALS		23,415	100.00

Variable Name: S2FFA  
Record #1, Position: 4118 - 4119, Format: N2.  
Variable Label: S2 F01K Teenager participated in Future Farmers of America (FFA) since fall 2009  
Variable Description:  
- Since the fall of 2009, which of the following activities have you participated in?  
Future Farmers of America (FFA)  
1=Yes  
0=No  
Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	18,657	79.68
1	Yes	1,106	4.72
-8	Unit non-response	2,821	12.05
-9	Missing	831	3.55
TOTALS		23,415	100.00

Variable Name: S2HOSA  
Record #1, Position: 4120 - 4121, Format: N2.  
Variable Label: S2 F01L Teenager participated in HOSA since fall 2009  
Variable Description:  
- Since the fall of 2009, which of the following activities have you participated in?  
Health Occupations Students of America (HOSA)  
1=Yes  
0=No  
Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	18,932	80.85
1	Yes	818	3.49
-8	Unit non-response	2,821	12.05
-9	Missing	844	3.60
TOTALS		23,415	100.00

Variable Name: S2MUSIC

Record #1, Position: 4122 - 4123, Format: N2.

Variable Label: S2 F02A Participated in music or dance outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Music or dance

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,857	54.91
1	Yes	7,246	30.95
-8	Unit non-response	2,821	12.05
-9	Missing	491	2.10
TOTALS		23,415	100.00

Variable Name: S2ART

Record #1, Position: 4124 - 4125, Format: N2.

Variable Label: S2 F02B Participated in art outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Art

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,966	68.19
1	Yes	4,075	17.40
-8	Unit non-response	2,821	12.05
-9	Missing	553	2.36
TOTALS		23,415	100.00

Variable Name: S2DRAMA

Record #1, Position: 4126 - 4127, Format: N2.

Variable Label: S2 F02C Participated in theater/drama outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Theater or drama

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,338	74.05
1	Yes	2,686	11.47
-8	Unit non-response	2,821	12.05
-9	Missing	570	2.43
TOTALS		23,415	100.00

Variable Name: S2SPORTS

Record #1, Position: 4128 - 4129, Format: N2.

Variable Label: S2 F02D Participated in organized sports outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Organized sports supervised by an adult

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,141	43.31
1	Yes	9,953	42.51
-8	Unit non-response	2,821	12.05
-9	Missing	500	2.14
TOTALS		23,415	100.00

Variable Name: S2CLUB

Record #1, Position: 4130 - 4131, Format: N2.

Variable Label: S2 F02E Participated in scouting/group/club outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Scouting or another group or club activity

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,642	66.80
1	Yes	4,320	18.45
-8	Unit non-response	2,821	12.05
-9	Missing	632	2.70
TOTALS		23,415	100.00

Variable Name: S2ACADEMIC

Record #1, Position: 4132 - 4133, Format: N2.

Variable Label: S2 F02F Received academic instruction outside of school since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	17,481	74.66
1	Yes	2,581	11.02
-8	Unit non-response	2,821	12.05
-9	Missing	532	2.27
TOTALS		23,415	100.00

Variable Name: S2CLGCAMP

Record #1, Position: 4134 - 4135, Format: N2.

Variable Label: S2 F02G Participated in college preparation camp since fall 2009

Variable Description:

- Since the fall of 2009, have you participated in any of the following activities outside of school?

A college preparation camp

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,650	79.65
1	Yes	1,367	5.84
-8	Unit non-response	2,821	12.05
-9	Missing	577	2.46
TOTALS		23,415	100.00

Variable Name: S2EVERTALENT

Record #1, Position: 4136 - 4137, Format: N2.

Variable Label: S2 F03A Teen has ever participated in Talent Search

Variable Description:

- Have you ever participated in any of the following programs?

Talent Search

1=Yes

2=No

3=You don't know what this is

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,572	6.71
2	No	13,653	58.31
3	Don't know what this is	4,825	20.61
-8	Unit non-response	2,821	12.05
-9	Missing	544	2.32
TOTALS		23,415	100.00

Variable Name: S2EVERUPWARD

Record #1, Position: 4138 - 4139, Format: N2.

Variable Label: S2 F03B Teen has ever participated in Upward Bound

Variable Description:

- Have you ever participated in any of the following programs?

Upward Bound

1=Yes

2=No

3=You don't know what this is

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	526	2.25
2	No	12,469	53.25
3	Don't know what this is	7,012	29.95
-8	Unit non-response	2,821	12.05
-9	Missing	587	2.51
TOTALS		23,415	100.00

Variable Name: S2EVERGEARUP

Record #1, Position: 4140 - 4141, Format: N2.

Variable Label: S2 F03C Teen has ever participated in Gear Up

Variable Description:

- Have you ever participated in any of the following programs?

GEAR UP

1=Yes

2=No

3=You don't know what this is

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	491	2.10
2	No	11,867	50.68
3	Don't know what this is	7,576	32.36
-8	Unit non-response	2,821	12.05
-9	Missing	660	2.82
TOTALS		23,415	100.00

Variable Name: S2EVERAVID

Record #1, Position: 4142 - 4143, Format: N2.

Variable Label: S2 F03D Teen has ever participated in AVID

Variable Description:

- Have you ever participated in any of the following programs?

AVID (Advancement in Individual Determination)

1=Yes

2=No

3=You don't know what this is

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	639	2.73
2	No	12,763	54.51
3	Don't know what this is	6,545	27.95
-8	Unit non-response	2,821	12.05
-9	Missing	647	2.76
TOTALS		23,415	100.00

Variable Name: S2EVERMESA

Record #1, Position: 4144 - 4145, Format: N2.

Variable Label: S2 F03E Teen has ever participated in MESA

Variable Description:

- Have you ever participated in any of the following programs?

MESA (Mathematics, Engineering, Science Achievement)

1=Yes

2=No

3=You don't know what this is

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	345	1.47
2	No	13,354	57.03
3	Don't know what this is	6,229	26.60
-8	Unit non-response	2,821	12.05
-9	Missing	666	2.84
TOTALS		23,415	100.00

Variable Name: S2MHOMWRK

Record #1, Position: 4146 - 4147, Format: N2.

Variable Label: S2 F04A Hours spent on math homework/studying in typical schoolweek

Variable Description:

- During a typical school week [during the spring term of 2012/when you were last enrolled in high school], how many hours [do/did] you spend...

working on math homework and studying for math class?

0=No time



1=Less than 1/2 hour  
 2=1/2 to 1 hour  
 3=1 to 2 hours  
 4=2 to 3 hours  
 5=4 to 6 hours  
 6=7 to 9 hours  
 7=More than 9 hours  
 Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No time	1,389	5.93
1	Less than 1/2 hour	3,382	14.44
2	1/2 to 1 hour	4,943	21.11
3	1 to 2 hours	3,568	15.24
4	2 to 3 hours	2,419	10.33
5	4 to 6 hours	1,694	7.23
6	7 to 9 hours	469	2.00
7	More than 9 hours	246	1.05
-7	Item legitimate skip/NA	2,089	8.92
-8	Unit non-response	2,821	12.05
-9	Missing	395	1.69
TOTALS		23,415	100.00

Variable Name: S2SHOMEWRK

Record #1, Position: 4148 - 4149, Format: N2.

Variable Label: S2 F04B Hours spent on science homework/studying in typical schoolweek

Variable Description:

- During a typical school week [during the spring term of 2012/when you were last enrolled in high school], how many hours [do/did] you spend...

working on science homework and studying for science class?

0=No time

1=Less than 1/2 hour

2=1/2 to 1 hour

3=1 to 2 hours

4=2 to 3 hours

5=4 to 6 hours

6=7 to 9 hours

7=More than 9 hours

Administered To: Respondents who indicated they are currently taking a science class.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No time	1,384	5.91
1	Less than 1/2 hour	3,386	14.46
2	1/2 to 1 hour	4,307	18.39
3	1 to 2 hours	3,316	14.16
4	2 to 3 hours	2,120	9.05
5	4 to 6 hours	1,383	5.91
6	7 to 9 hours	434	1.85
7	More than 9 hours	203	0.87
-7	Item legitimate skip/NA	3,670	15.67
-8	Unit non-response	2,821	12.05
-9	Missing	391	1.67
TOTALS		23,415	100.00

Variable Name: S2OHOMEWK

Record #1, Position: 4150 - 4151, Format: N2.

Variable Label: S2 F04C Hours spent on other homework/studying in typical schoolweek

Variable Description:

- During a typical school week [during the spring term of 2012/when you were last enrolled in high school], how many hours [do/did] you spend...

working on homework and studying for the rest of your classes?

0=No time

1=Less than 1/2 hour

2=1/2 to 1 hour

3=1 to 2 hours

4=2 to 3 hours

5=4 to 6 hours

6=7 to 9 hours

7=More than 9 hours

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No time	1,209	5.16
1	Less than 1/2 hour	2,897	12.37
2	1/2 to 1 hour	4,103	17.52
3	1 to 2 hours	4,346	18.56
4	2 to 3 hours	3,333	14.23
5	4 to 6 hours	2,348	10.03
6	7 to 9 hours	989	4.22
7	More than 9 hours	900	3.84
-8	Unit non-response	2,821	12.05
-9	Missing	469	2.00
TOTALS		23,415	100.00

Variable Name: S2STUDYMORE

Record #1, Position: 4152 - 4153, Format: N2.

Variable Label: S2 F05 Thinks would earn higher grades if spent more time studying

Variable Description:

- Do you think you would [earn/have earned] higher grades if you [had] spent more time studying?

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	3,254	13.90
1	Yes	16,941	72.35
-8	Unit non-response	2,821	12.05
-9	Missing	399	1.70
TOTALS		23,415	100.00

Variable Name: S2DONTCARE

Record #1, Position: 4154 - 4155, Format: N2.

Variable Label: S2 F06A Does not study more because doesn't care about higher grades

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

You [do not/did not] care about earning higher grades.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,812	63.26
1	Yes	1,825	7.79
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	703	3.00
TOTALS		23,415	100.00

Variable Name: S2CANTSEND

Record #1, Position: 4156 - 4157, Format: N2.

Variable Label: S2 F06B Does not study more because can't afford college

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

Even if you [get/got] better grades, your family [cannot afford/could not have afforded] to send you to school or college.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,829	63.33
1	Yes	1,758	7.51
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	753	3.22
TOTALS		23,415	100.00

Variable Name: S2HIGHGRADES

Record #1, Position: 4158 - 4159, Format: N2.

Variable Label: S2 F06C Does not study more because grades are already high

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

Your grades [are/were] already high.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,247	39.49
1	Yes	7,351	31.39
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	742	3.17
TOTALS		23,415	100.00

Variable Name: S2HANGOUT

Record #1, Position: 4160 - 4161, Format: N2.

Variable Label: S2 F06D Does not study more because wants to hang out with friends

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

You [want to /wanted to] hang out with your friends instead.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,110	34.64
1	Yes	8,497	36.29
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	733	3.13
TOTALS		23,415	100.00

Variable Name: S2CLUBTIME

Record #1, Position: 4162 - 4163, Format: N2.

Variable Label: S2 F06E Does not study more because has organized activities

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

You [have/had] organized activities such as clubs or sports that [take/took] too much time.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,387	35.82
1	Yes	8,220	35.11
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	733	3.13
TOTALS		23,415	100.00

Variable Name: S2POPULAR

Record #1, Position: 4164 - 4165, Format: N2.

Variable Label: S2 F06F Does not study more because would not be popular

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

You would not [be/have been] popular.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,080	68.67
1	Yes	512	2.19
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	748	3.19
TOTALS		23,415	100.00

Variable Name: S2MAKEFUN

Record #1, Position: 4166 - 4167, Format: N2.

Variable Label: S2 F06G Does not study more because people would make fun of

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

People [would make/would have made] fun of you.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	16,164	69.03
1	Yes	423	1.81
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	753	3.22
TOTALS		23,415	100.00

Variable Name: S2JOBTIME

Record #1, Position: 4168 - 4169, Format: N2.

Variable Label: S2 F06H Does not study more because job takes too much time

Variable Description:

- Which of the following are reasons you [do not/did not] spend more time studying?

You [have/had] a job that [takes/took] too much time.

1=Yes

0=No

Administered To: Respondents who thought they could earn better grades by spending more time studying.

Code	Value Label	Frequency	Percentage
0	No	13,480	57.57
1	Yes	3,077	13.14
-7	Item legitimate skip/NA	3,254	13.90
-8	Unit non-response	2,821	12.05
-9	Missing	783	3.34
TOTALS		23,415	100.00

Variable Name: S2HSJOBNOW

Record #1, Position: 4170 - 4171, Format: N2.

Variable Label: S2 F07 Working for pay during spring 2012 term

Variable Description:

- [Are you currently/At the end of the spring term of 2012, were you] working for pay not counting work around the house?

1=Yes

0=No

Note: Question wording was customized such that "Are you currently" displayed if the respondent indicated they were currently attending school, otherwise "At the end of the spring term of 2012, were you" displayed.

Administered To: Respondents who were in school or being homeschooled.

Code	Value Label	Frequency	Percentage
0	No	13,567	57.94
1	Yes	6,046	25.82
-7	Item legitimate skip/NA	631	2.69
-8	Unit non-response	2,821	12.05
-9	Missing	350	1.49
TOTALS		23,415	100.00

Variable Name: S2HSJOBEVER

Record #1, Position: 4172 - 4173, Format: N2.

Variable Label: S2 F08 Ever worked for pay during high school year

Variable Description:

- [At any time since starting 9th grade, have you worked/At any time when you were enrolled in high school, did you work] for pay during the school year? Do not count work around the house.

1=Yes

0=No

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B,

C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: Respondents who were in school or being homeschooled and were not currently working for pay, and respondents who were dropouts or early graduates

Programming Note: Where S2HSJOBNOW=1

Code	Value Label	Frequency	Percentage
0	No	10,567	45.13
1	Yes	9,659	41.25
-8	Unit non-response	2,821	12.05
-9	Missing	368	1.57
TOTALS		23,415	100.00

Variable Name: S2HSJOBHR

Record #1, Position: 4174 - 4175, Format: N2.

Variable Label: S2 F09 Hours per week working spring 2012/most recent school year job

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- How many hours per week [do you/ did you] usually work on your [current/most recent] job [at the end of the spring term/during the school year]?

(Please round to the nearest whole number.)

hours per week

Note: Question wording was customized such that "How many hours per week do you usually work on your current job during the school year" displayed if the respondent indicated they had a job and were currently in school. Otherwise, "How many hours per week did you usually work on your most recent job during the school year displayed."

Administered To: Respondents who were currently working or had ever worked for pay while in high school

Code	Value Label	Frequency	Percentage
C	0 - 50	9,259	39.54
-7	Item legitimate skip/NA	10,567	45.13
-8	Unit non-response	2,821	12.05
-9	Missing	768	3.28
TOTALS		23,415	100.00

Variable Name: S2HSJOBRELATE

Record #1, Position: 4176 - 4177, Format: N2.

Variable Label: S2 F10 Spring 2012/most recent job related to job wants when education complete

Variable Description:

- [Is/Was] this job related to the job you want to have when you have completed your education? Would you say...

1=Closely related

2=Somewhat related, or

3=Not at all related?

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: Respondents who were currently working or had ever worked for pay while in high school

Code	Value Label	Frequency	Percentage
1	Closely related	694	2.96
2	Somewhat related	1,668	7.12
3	Not at all related	7,200	30.75
-7	Item legitimate skip/NA	10,567	45.13
-8	Unit non-response	2,821	12.05
-9	Missing	465	1.99

TOTALS		23,415	100.00
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Variable Name: S2NUMJOB

Record #1, Position: 4178 - 4179, Format: N2.

Variable Label: S2 F11 Number of jobs dropout/early grad has held since leaving HS

Variable Description:

- How many jobs have you held since you left high school? Include any jobs you started when you were in high school and continued after you left high school.

jobs

0=None

1=1

2=2

3=3 or more

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
0	None	226	0.97
1	1	166	0.71
2	2	133	0.57
3	3 or more	86	0.37
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	20	0.09
TOTALS		23,415	100.00

Variable Name: S21STJOBMO

Record #1, Position: 4180 - 4181, Format: N2.

Variable Label: S2 F12A Month dropout/early grad started working 1st job since leaving HS

Comment: Months recoded into Jan-Mar, Apr-Jun, Jul-Sep, and Oct-Dec categories on the public use file.

Variable Description:

- The next question is about the first job you held after leaving high school. This may be a job you started while you were in high school. [(If you had more than one job when you left high school, please answer for the job you had the longest.)]

In what month and year did you start working at this job?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

Code	Value Label	Frequency	Percentage
2	January, February, March	113	0.48
5	April, May, June	127	0.54
8	July, August, September	68	0.29
11	October, November, December	59	0.25
-7	Item legitimate skip/NA	20,189	86.22
-8	Unit non-response	2,821	12.05

-9	Missing	38	0.16
TOTALS		23,415	100.00

Variable Name: S21STJOBYR

Record #1, Position: 4182 - 4185, Format: N4.

Variable Label: S2 F12B Year dropout/early grad started working 1st job since leaving HS

Comment: "2008" recoded as "2009 or earlier" on the public use file.

Variable Description:

- The next question is about the first job you held after leaving high school. This may be a job you started while you were in high school. [(If you had more than one job when you left high school, please answer for the job you had the longest.)]

In what month and year did you start working at this job?

Year:

-9=Select one

2008=2008 or earlier

2009=2009

2010=2010

2011=2011

2012=2012

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

Code	Value Label	Frequency	Percentage
2009	2009 or earlier	37	0.16
2010	2010	75	0.32
2011	2011	154	0.66
2012	2012	106	0.45
-7	Item legitimate skip/NA	20,189	86.22
-8	Unit non-response	2,821	12.05
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: S21STJOBSTILL

Record #1, Position: 4186 - 4187, Format: N2.

Variable Label: S2 F13 Dropout/early grad still has 1st job since leaving HS

Variable Description:

- Do you still have this job?

1=Yes

0=No

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

Code	Value Label	Frequency	Percentage
0	No	251	1.07
1	Yes	134	0.57
-7	Item legitimate skip/NA	20,189	86.22
-8	Unit non-response	2,821	12.05
-9	Missing	20	0.09
TOTALS		23,415	100.00

Variable Name: S2JOBNOW

Record #1, Position: 4188 - 4189, Format: N2.

Variable Label: S2 F14 Dropout/early grad currently has a job

Variable Description:

- Do you currently have a job?

1=Yes

0=No

Note: This item is set to 0 ("No") where (S2NUMJOB=0 or (S2NUMJOB=1 and S21STJOBSTILL=0)) and set to 1 ("Yes") where S21STJOBSTILL=1.



Administered To: Respondents who were dropouts or early graduates and had held more than one job since leaving high school but were no longer working at the job reported in S21STJOBMO and S21STJOBYR

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	395	1.69
1	Yes	216	0.92
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	20	0.09
TOTALS		23,415	100.00

Variable Name: S2JOBMO

Record #1, Position: 4190 - 4191, Format: N2.

Variable Label: S2 F15A Month dropout/early grad started current/most recent job

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What month and year did you start your [current/most recent] job?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Note: Question wording was customized such that "current" displayed if the respondent indicated they currently had a job, otherwise "most recent" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and had held more than one job since leaving high school but were no longer working at the job reported in S21STJOBMO and S21STJOBYR

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBYR

Record #1, Position: 4192 - 4195, Format: N4.

Variable Label: S2 F15B Year dropout/early grad started current/most recent job

Comment: "2008", "2009", "2010" recoded as "2011 or earlier" on the public use file.

Variable Description:

- What month and year did you start your [current/most recent] job?

Year:

-9=Select one

2008=2008 or earlier

2009=2009

2010=2010

2011=2011

2012=2012

Note: Question wording was customized such that "current" displayed if the respondent indicated they currently had a job, otherwise "most recent" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and had held more than one job since leaving high school but were no longer working at the job reported in S21STJOBMO and S21STJOBYR

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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2011	2011 or earlier	49	0.21
2012	2012	109	0.47
-7	Item legitimate skip/NA	20,403	87.14
-8	Unit non-response	2,821	12.05
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: S2JOBHR

Record #1, Position: 4196 - 4197, Format: N2.

Variable Label: S2 F16 Hours per week dropout/early grad worked on current/most recent job

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many hours per week [do/did] you usually work in your [current/most recent] job? (Please round to the nearest whole number.)

hours per week

Note: Question wording was customized such that "do" and "current" displayed if the respondent indicated they currently had a job, otherwise "did" and "most recent" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and held at least one job since leaving high school.

Code	Value Label	Frequency	Percentage
C	8 - 50	370	1.58
-7	Item legitimate skip/NA	20,189	86.22
-8	Unit non-response	2,821	12.05
-9	Missing	35	0.15
TOTALS		23,415	100.00

Variable Name: S2JOBearn

Record #1, Position: 4198 - 4205, Format: N8.2

Variable Label: S2 F17A Dropout/early grad's current/most recent earnings since leaving HS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [How much do/When you left this job, how much did] you earn before taxes [are/were] taken out?  
\$

Note: Question wording was customized such that "How much do" and "are" displayed if the respondent indicated they currently had a job, otherwise "When you left this job, how much did" and "were" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBUNIT

Record #1, Position: 4206 - 4207, Format: N2.

Variable Label: S2 F17B Unit for dropout/early grad's current/most recent earnings

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [How much do/When you left this job, how much did] you earn before taxes [are/were] taken out?

-9=Select one

1=hour

2=day

3=week

4=month

5=year

Note: Question wording was customized such that "How much do" and "are" displayed if the respondent indicated they currently had a job, otherwise "When you left this job, how much did" and "were" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2JOBRELATE

Record #1, Position: 4208 - 4209, Format: N2.

Variable Label: S2 F18 Dropout/early grad's current/recent job related to job when ed complete

Variable Description:

- [Is your current/Was your most recent] job related to the job you want to have when you have completed your education? Would you say...

1=Closely related

2=Somewhat related, or

3=Not at all related?

Note: Question wording was customized such that "Is your current" displayed if the respondent indicated they currently had a job, otherwise "Was your most recent" displayed if the respondent indicated they were not currently working but had a job in the past.

Administered To: Respondents who were dropouts or early graduates and had held at least one job since leaving high school

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Closely related	42	0.18
2	Somewhat related	61	0.26
3	Not at all related	276	1.18
-7	Item legitimate skip/NA	20,189	86.22
-8	Unit non-response	2,821	12.05
-9	Missing	26	0.11
TOTALS		23,415	100.00

Variable Name: S2JOBLEFTRSN

Record #1, Position: 4210 - 4211, Format: N2.

Variable Label: S2 F19 How dropout/early grad's most recent job since leaving HS ended

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Why are you no longer working in this job? Would you say...

1=you left voluntarily or quit

2=you were laid off

3=the company went out of business or plant closed

4=you were discharged or fired

5=your temporary or seasonal job ended

6=you left on disability or

7=for some other reason?

Administered To: Respondents who were dropouts or early graduates (X2SQSTAT<7 and X2ENROLSTAT=5,4) and had held at least one job since leaving high school (S2NUMJOB>0) and were not currently employed (S2JOBNOW<>1)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2NUMCHILD

Record #1, Position: 4212 - 4213, Format: N2.

Variable Label: S2 F20 How many children dropout/early grad has

Comment: "More than one" child recoded as "One or more" children on the public use file.

Variable Description:

- How many children do you have?

0=None

1=One

2=More than one

Administered To: Respondents who were dropouts or early graduates

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	None	489	2.09
1	One or more	121	0.52
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	21	0.09
TOTALS		23,415	100.00

Variable Name: S2CHILDBORNMO

Record #1, Position: 4214 - 4215, Format: N2.

Variable Label: S2 F21A Month dropout/early grad's first child was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what month and year [was your first child born/was your child born?

Month:

-9=Select one

1=January

2=February

3=March

4=April

5=May

6=June

7=July

8=August

9=September

10=October

11=November

12=December

Note: Question wording was customized such that "was your first child born" displayed if the respondent indicated they had more than one child, otherwise "was your child born" displayed if the respondent indicated they only had one child.

Administered To: Respondents who were dropouts or early graduates and had one or more children

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2CHILDBORNYYR

Record #1, Position: 4216 - 4219, Format: N4.

Variable Label: S2 F21B Year dropout/early grad's first child was born

Comment: 2004 through 2009 recoded as "2010 or earlier" on the public use file.

Variable Description:

- In what month and year [was your first child born/was your child born?

Year:

-9=Select one

2004=2004 or earlier

2005=2005

2006=2006

2007=2007

2008=2008

2009=2009

2010=2010

2011=2011

2012=2012

Note: Question wording was customized such that "was your first child born" displayed if the respondent indicated they had more than one child, otherwise "was your child born" displayed if the respondent indicated they only had one child.

Administered To: Respondents who were dropouts or early graduates and had one or more children

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2010	2010 or earlier	30	0.13

2011	2011	43	0.18
2012	2012	44	0.19
-7	Item legitimate skip/NA	20,452	87.35
-8	Unit non-response	2,821	12.05
-9	Missing	25	0.11
TOTALS		23,415	100.00

Variable Name: S2LIVECHILD

Record #1, Position: 4220 - 4221, Format: N2.

Variable Label: S2 F22 Dropout/early grad's child(ren) live with him/her

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Does your child/Do any of your children/Will your child] live with you?

1=Yes

0=No

Note: Question wording was customized such that "does your child" displayed if the respondent indicated they had one child, otherwise "do any of your children" displayed if the respondent indicated they had more than one child. "Will your child" displayed if the respondent indicated they were expecting a child.

Administered To: Respondents who were dropouts or early graduates and had one or more children

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LIVEPARENT

Record #1, Position: 4222 - 4223, Format: N2.

Variable Label: S2 F23A Dropout/early grad lives with parent(s)

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

One or more of your parents

0=No

1=Yes

Note: Question wording was customizes such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
0	No	184	0.79
1	Yes	425	1.82
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: S2LIVESIBS

Record #1, Position: 4224 - 4225, Format: N2.

Variable Label: S2 F23B Dropout/early grad lives with siblings/relatives

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

Siblings or other relatives

0=No

1=Yes

Note: Question wording was customizes such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
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0	No	449	1.92
1	Yes	160	0.68
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: S2LIVESPOUSE

Record #1, Position: 4226 - 4227, Format: N2.

Variable Label: S2 F23C Dropout/early grad lives with spouse

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

Your spouse

0=No

1=Yes

Note: Question wording was customized such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2LIVEPARTNER

Record #1, Position: 4228 - 4229, Format: N2.

Variable Label: S2 F23D Dropout/early grad lives with girlfriend/boyfriend

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

Your girlfriend or boyfriend

0=No

1=Yes

Note: Question wording was customized such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
0	No	526	2.25
1	Yes	83	0.35
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: S2LIVEFRIEND

Record #1, Position: 4230 - 4231, Format: N2.

Variable Label: S2 F23E Dropout/early grad lives with friends/roommates

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

Friends or roommates

0=No

1=Yes

Note: Question wording was customized such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
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0	No	572	2.44
1	Yes	37	0.16
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: S2LIVEALONE

Record #1, Position: 4232 - 4233, Format: N2.

Variable Label: S2 F23F Dropout/early grad lives by himself/herself

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Besides your child(ren), who else/Who] do you currently live with?

No one

0=No

1=Yes

Note: Question wording was customized such that "Besides your child(ren), who else" displayed if the respondent indicated they had a child, otherwise "Who" displayed.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: S2PUBASSIST

Record #1, Position: 4234 - 4235, Format: N2.

Variable Label: S2 F24 Dropout/early grad or spouse receiving public assistance

Variable Description:

- Are you [or your spouse/partner] currently receiving public assistance such as unemployment insurance, food assistance, or other help?

1=Yes

0=No

Note: So as to more evenly distribute item non-response resulting from an inability to complete the student questionnaire within the allotted time, the survey instrument rotated the order in which certain sections of the student questionnaire were administered.

Respondents assigned to Rotation group 1 (Y\_SGRP=1) were administered the questionnaire sections in the following order: A, B, C, D, E, F, G. Respondents assigned to Rotation group 2 (Y\_SGRP=2) were administered the questionnaire sections in the following order: A, B, C, F, D, E, G.

Administered To: Respondents who were dropouts or early graduates

Code	Value Label	Frequency	Percentage
0	No	455	1.94
1	Yes	154	0.66
-7	Item legitimate skip/NA	19,963	85.26
-8	Unit non-response	2,821	12.05
-9	Missing	22	0.09
TOTALS		23,415	100.00

Variable Name: P1RELSHP

Record #1, Position: 4236 - 4237, Format: N2.

Variable Label: P1 A02 Respondent's relationship to 9th grader

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- What is your relationship to [your 9th-grader]?

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather  
 Foster mother  
 Foster father  
 Female partner of [your 9th-grader]'s parent or guardian  
 Male partner of [your 9th-grader]'s parent or guardian  
 Grandmother  
 Grandfather  
 Other female relative  
 Other male relative  
 Other female guardian  
 Other male guardian

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Biological mother	11,908	50.86
2	Biological father	3,471	14.82
3	Adoptive mother	308	1.32
4	Adoptive father	118	0.50
5	Stepmother	164	0.70
6	Stepfather	156	0.67
15	Other female guardian or relative	517	2.21
16	Other male guardian or relative	132	0.56
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	14	0.06
TOTALS		23,415	100.00

Variable Name: P1HHPARENT

Record #1, Position: 4238 - 4239, Format: N2.

Variable Label: P1 A03 9th grader has parent(s) living in household

Variable Description:

- Does [your 9th-grader] have biological, adoptive, step- or foster parents who live in your household?

Yes, one parent in household

Yes, two parents in household

No parents in household

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes, one parent in household	74	0.32
2	Yes, two parents in household	56	0.24
3	No parents in household	455	1.94
-7	Item legitimate skip/NA	16,167	69.05
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	36	0.15
TOTALS		23,415	100.00

Variable Name: P1HHPARREL1

Record #1, Position: 4240 - 4241, Format: N2.

Variable Label: P1 A04A First resident parent's relationship to 9th grader

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [your 9th-grader]?

First Parent

Biological mother

Biological father



Adoptive mother  
 Adoptive father  
 Stepmother  
 Stepfather  
 Foster mother  
 Foster father

Note: Question wording was customized in the survey instrument based on whether the parent respondent indicated there were one or two biological, adoptive, step-, or foster parents living in the household; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HHPARREL2

Record #1, Position: 4242 - 4243, Format: N2.

Variable Label: P1 A04B Second resident parent's relationship to 9th grader

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [your 9th-grader]?

Second Parent

Biological mother  
 Biological father  
 Adoptive mother  
 Adoptive father  
 Stepmother  
 Stepfather  
 Foster mother  
 Foster father

Note: Question wording was customized in the survey instrument based on whether the parent respondent indicated there were one or two biological, adoptive, step-, or foster parents living in the household; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SPOUSE

Record #1, Position: 4244 - 4245, Format: N2.

Variable Label: P1 A05 Respondent has a spouse/partner who lives in household

Variable Description:

- Do you have a spouse or partner who lives in the same household as you and [your 9th-grader]?

Yes, a spouse  
 Yes, a partner  
 No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes, a spouse	12,240	52.27
2	Yes, a partner	781	3.34
3	No	3,619	15.46
-7	Item legitimate skip/NA	130	0.56
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	18	0.08
TOTALS		23,415	100.00

Variable Name: P1SPSREL

Record #1, Position: 4246 - 4247, Format: N2.

Variable Label: P1 A06 Respondent's spouse/partner's relationship to 9th grade

Comment: Non-parent relationships recoded as "Other female/male guardian" on the public use file.

Variable Description:

- What is your [spouse/partner]'s relationship to [your 9th-grader]?

Biological mother

Biological father

Adoptive mother

Adoptive father

Stepmother

Stepfather

Foster mother

Foster father

Female partner of 9th grader's parent or guardian

Male partner of 9th grader's parent or guardian

Grandmother

Grandfather

Other female relative

Other male relative

Other female guardian

Other male guardian

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and either "spouse" or "partner" was displayed based on whether the respondent indicated they had a spouse or partner living in the same household.

Code	Value Label	Frequency	Percentage
1	Biological mother	2,744	11.72
2	Biological father	7,294	31.15
3	Adoptive mother	87	0.37
4	Adoptive father	325	1.39
5	Stepmother	327	1.40
6	Stepfather	1,614	6.89
15	Other female guardian or relative	117	0.50
16	Other male guardian or relative	505	2.16
-7	Item legitimate skip/NA	3,749	16.01
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	26	0.11
TOTALS		23,415	100.00

Variable Name: P1MARSTAT

Record #1, Position: 4248 - 4249, Format: N2.

Variable Label: P1 A07 Parent 1's marital status

Variable Description:

- [What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

Married

Divorced

Separated

Never Married

Widowed

Note: Question wording was customized in the survey instrument based on whether the respondent was parent #1, and based on whether there was a parent #2 living in the household; this variable was logically imputed to "married" for cases where BPSPOUSE=1.

Code	Value Label	Frequency	Percentage
1	Married	12,497	53.37
2	Divorced	2,115	9.03
3	Separated	534	2.28

4	Never Married	999	4.27
5	Widowed	301	1.29
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	342	1.46
TOTALS		23,415	100.00

Variable Name: P1HHLT18

Record #1, Position: 4250 - 4251, Format: N2.

Variable Label: P1 A08A Number of household residents less than 18 years of age

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself, [any parents/guardians], and [your 9th-grader].

How many people living in your household are...

under the age of 18?

18 years of age or older?

Note: Question wording was customized to reflect the relationship of parent #1 (and, where applicable, parent #2) to the parent questionnaire respondent; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HHGE18

Record #1, Position: 4252 - 4253, Format: N2.

Variable Label: P1 A08B Number of household residents 18 years or older

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself, [any parents/guardians], and [your 9th-grader].

How many people living in your household are...

under the age of 18?

18 years of age or older?

Note: Question wording was customized to reflect the relationship of parent #1 (and, where applicable, parent #2) to the parent questionnaire respondent; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HHTIME

Record #1, Position: 4254 - 4255, Format: N2.

Variable Label: P1 A09 How much of the time 9th grader lives with respondent

Variable Description:

- How much of the time does [your 9th-grader] live with you?

All of the time

More than half of the time

Half of the time

Less than half of the time or

None of the time

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	All of the time	14,588	62.30
2	More than half of the time	630	2.69
3	Half of the time	325	1.39

4	Less than half of the time or	187	0.80
5	None of the time	42	0.18
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,016	4.34
TOTALS		23,415	100.00

Variable Name: P1HHOTHR

Record #1, Position: 4256 - 4257, Format: N2.

Variable Label: P1 A10 Where 9th grader lives when not living with respondent

Comment: Sparse values recoded to "Other" on the public use file.

Variable Description:

- With whom does [he/she/your 9th-grader] live most of the time when not living with you?

With another parent

With another adult relative

With a friend

At boarding school

With a nonrelated adult guardian(s)

By [himself/herself/himself or herself]

Other

Note: Question/response wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	With another parent	1,027	4.39
2	With another adult relative	86	0.37
4	At boarding school	40	0.17
7	Other	28	0.12
-7	Item legitimate skip/NA	14,588	62.30
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,019	4.35
TOTALS		23,415	100.00

Variable Name: P1HSSIB

Record #1, Position: 4258 - 4259, Format: N2.

Variable Label: P1 A11 9th grader has sibling who attends/attended his/her HS in last 5 years

Variable Description:

- Does [your 9th-grader] have any siblings who are currently attending [your 9th-grader's school] or have attended [your 9th-grader's school] within the past 5 years? Please include all brothers and sisters including adopted siblings, stepsiblings, and foster siblings.

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and the name of the sample member's school appeared in place of "your 9th-grader's school".

Code	Value Label	Frequency	Percentage
0	No	8,427	35.99
1	Yes	7,354	31.41
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,007	4.30
TOTALS		23,415	100.00

Variable Name: P1OLDERSIB

Record #1, Position: 4260 - 4261, Format: N2.

Variable Label: P1 A12 Number of older siblings

Variable Description:

- How many older siblings does [your 9th-grader] have? Please include all older brothers and sisters including adopted siblings, stepsiblings, and foster siblings.

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 9	15,753	67.28
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,035	4.42
TOTALS		23,415	100.00

Variable Name: P1HISP1

Record #1, Position: 4262 - 4263, Format: N2.

Variable Label: P1 B01 Parent 1 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Are you/Is parent #1] Hispanic or [Latino/Latina]?

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HISPOR1

Record #1, Position: 4264 - 4265, Format: N2.

Variable Label: P1 B02 Parent 1's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following [are you/is parent #1]?

Mexican, Mexican-American or Chicano/Chicana

Cuban

Dominican

Puerto Rican

Central American (such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran)

South American (such as Colombian, Argentinean, or Peruvian) or

Other Hispanic or [Latino/Latina]

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1WHITE1

Record #1, Position: 4266 - 4267, Format: N2.

Variable Label: P1 B03A Parent 1 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BLACK1

Record #1, Position: 4268 - 4269, Format: N2.

Variable Label: P1 B03B Parent 1 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1ASIAN1

Record #1, Position: 4270 - 4271, Format: N2.

Variable Label: P1 B03C Parent 1 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1PACISLE1

Record #1, Position: 4272 - 4273, Format: N2.

Variable Label: P1 B03D Parent 1 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White  
 Black or African American  
 Asian  
 Native Hawaiian or other Pacific Islander  
 American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1AMINDIAN1

Record #1, Position: 4274 - 4275, Format: N2.

Variable Label: P1 B03E Parent 1 is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent #1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

Which of the following choices describe [your/parent #1's] race? You may choose more than one.

(Check all that apply.)

White  
 Black or African American  
 Asian  
 Native Hawaiian or other Pacific Islander  
 American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender. The bracketed introductory statement above was displayed if the respondent indicated that they/parent #1 was of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1ASIANOR1

Record #1, Position: 4276 - 4277, Format: N2.

Variable Label: P1 B04 Parent 1's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following [are you/is parent #1]?

Chinese  
 Filipino  
 Southeast Asian such as Vietnamese or Thai  
 South Asian such as Asian Indian or Sri Lankan or  
 Other Asian

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1YRBORN1

Record #1, Position: 4278 - 4281, Format: N4.

Variable Label: P1 B05 Parent 1's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year [were you/was parent #1] born?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1944 - 1981	15,890	67.86
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	898	3.84
TOTALS		23,415	100.00

Variable Name: P1USBORN1

Record #1, Position: 4282 - 4283, Format: N2.

Variable Label: P1 B06 Parent 1 was born in U.S.

Variable Description:

- [Were you/was parent #1] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

United States

Puerto Rico or another U.S. territory

Another country

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	United States	12,631	53.94
2	Puerto Rico or another U.S. territory	128	0.55
3	Another country	3,228	13.79
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	801	3.42
TOTALS		23,415	100.00

Variable Name: P1COUNTRY1

Record #1, Position: 4284 - 4286, Format: N3.

Variable Label: P1 B07 Country in which Parent 1 was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country [were you/was parent #1] born?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1USYR1

Record #1, Position: 4287 - 4290, Format: N4.

Variable Label: P1 B08 Year Parent 1 came to U.S. to stay

Comment: Years before 1973 recoded as 1973 and years after 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did [you/parent #1] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. 9999 values are coded where the respondent checked "Not in the US to stay permanently".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1973 - 2009	3,203	13.68
-7	Item legitimate skip/NA	12,631	53.94
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	954	4.07



TOTALS		23,415	100.00
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Variable Name: P1HISP2

Record #1, Position: 4291 - 4292, Format: N2.

Variable Label: P1 B09 Parent 2 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [parent #2] Hispanic or [Latino/Latina]?

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HISPOR2

Record #1, Position: 4293 - 4294, Format: N2.

Variable Label: P1 B10 Parent 2's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following is [parent #2]?

Mexican, Mexican-American or [Chicano/Chicana]

Cuban

Dominican

Puerto Rican

Central American (such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran)

South American (such as Colombian, Argentinean, or Peruvian) or

Other Hispanic or [Latino/Latina]

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; response wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1WHITE2

Record #1, Position: 4295 - 4296, Format: N2.

Variable Label: P1 B11A Parent 2 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.]

Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BLACK2

Record #1, Position: 4297 - 4298, Format: N2.

Variable Label: P1 B11B Parent 2 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.] Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1ASIAN2

Record #1, Position: 4299 - 4300, Format: N2.

Variable Label: P1 B11C Parent 2 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.] Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1PACISLE2

Record #1, Position: 4301 - 4302, Format: N2.

Variable Label: P1 B11D Parent 2 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.] Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1AMINDIAN2

Record #1, Position: 4303 - 4304, Format: N2.

Variable Label: P1 B11E Parent 2 is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [parent #2's] Hispanic background, we would also like to know about [parent #2's] racial background.] Which of the following choices describe [parent #2's] race? You may choose more than one.

(Check all that apply.)

White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; the bracketed introductory statement above was displayed if the respondent indicated that parent #2 was of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1ASIANOR2

Record #1, Position: 4305 - 4306, Format: N2.

Variable Label: P1 B12 Parent 2's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which one of the following is [parent #2]?

Chinese

Filipino

Southeast Asian such as Vietnamese or Thai

South Asian such as Asian Indian or Sri Lankan or

Other Asian

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1YRBORN2

Record #1, Position: 4307 - 4310, Format: N4.

Variable Label: P1 B13 Parent 2's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year was [parent #2] born?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
C	1944 - 1981	12,486	53.32
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	683	2.92
TOTALS		23,415	100.00

Variable Name: P1USBORN2

Record #1, Position: 4311 - 4312, Format: N2.

Variable Label: P1 B14 Parent 2 was born in U.S.

Variable Description:

- Was [parent #2] born in the United States, in Puerto Rico or another U.S. territory, or in another country?
- United States
- Puerto Rico or another U.S. territory
- Another country

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
1	United States	9,639	41.17
2	Puerto Rico or another U.S. territory	96	0.41
3	Another country	2,859	12.21
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	575	2.46
TOTALS		23,415	100.00

Variable Name: P1COUNTRY2

Record #1, Position: 4313 - 4315, Format: N3.

Variable Label: P1 B15 Country in which Parent 2 was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country was [parent #2] born?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1USYR2

Record #1, Position: 4316 - 4319, Format: N4.

Variable Label: P1 B16 Year Parent 2 came to U.S. to stay

Comment: Years before 1973 recoded as 1973 on the public use file.

Variable Description:

- In what year did [parent #2] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian. 9999 values are coded where the respondent checked "Not in the US to stay permanently".

Code	Value Label	Frequency	Percentage
C	1973 - 2009	2,704	11.55
-7	Item legitimate skip/NA	13,258	56.62
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	826	3.53
TOTALS		23,415	100.00

Variable Name: P1USBORN9

Record #1, Position: 4320 - 4321, Format: N2.

Variable Label: P1 B17 Whether student was born in the U.S.

Variable Description:

- Now we have a question about your 9th grader.

Was [your 9th-grader] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

- United States
- Puerto Rico or another U.S. territory
- Another country

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	United States	14,683	62.71
2	Puerto Rico or another U.S. territory	62	0.26
3	Another country	1,239	5.29
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	804	3.43
TOTALS		23,415	100.00

Variable Name: P1COUNTRY9

Record #1, Position: 4322 - 4324, Format: N3.

Variable Label: P1 B18 Country in which student was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country was [he/she] born?

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1USYR9

Record #1, Position: 4325 - 4328, Format: N4.

Variable Label: P1 B19 Year student came to the U.S. to stay

Comment: Years before 1994 recoded as 1994 on the public use file.

Variable Description:

- In what year did [he/she] come to the United States to stay permanently?

Note: Question wording was customized in the survey instrument based on the sample member's gender. 9999 values are coded where the respondent checked "Not in the US to stay permanently".

Code	Value Label	Frequency	Percentage
C	1994 - 2009	1,262	5.39
-7	Item legitimate skip/NA	14,683	62.71
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	843	3.60
TOTALS		23,415	100.00

Variable Name: P1USGRADE

Record #1, Position: 4329 - 4330, Format: N2.

Variable Label: P1 B20 Grade level 9th grader was placed in when started school in U.S.

Variable Description:

- In what grade was [your 9th-grader] placed when [he/she] started school in the United States?

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
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1	Pre-kindergarten	300	1.28
2	Kindergarten	310	1.32
3	1st grade	111	0.47
4	2nd grade	72	0.31
5	3rd grade	70	0.30
6	4th grade	79	0.34
7	5th grade	66	0.28
8	6th grade	69	0.29
9	7th grade	73	0.31
10	8th grade	52	0.22
11	9th grade	66	0.28
-7	Item legitimate skip/NA	14,683	62.71
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	837	3.57
TOTALS		23,415	100.00

Variable Name: P1HOMELANG

Record #1, Position: 4331 - 4332, Format: N2.

Variable Label: P1 B21 Language other than English is regularly spoken in home

Variable Description:

- Is any language other than English regularly spoken in your home?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12,481	53.30
1	Yes	3,504	14.96
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	803	3.43
TOTALS		23,415	100.00

Variable Name: P1SPANISH

Record #1, Position: 4333 - 4334, Format: N2.

Variable Label: P1 B22A Spanish is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1EUROLANG

Record #1, Position: 4335 - 4336, Format: N2.

Variable Label: P1 B22B Other European language is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1CHINESE

Record #1, Position: 4337 - 4338, Format: N2.

Variable Label: P1 B22C Chinese language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1FILIPINO

Record #1, Position: 4339 - 4340, Format: N2.

Variable Label: P1 B22D Filipino language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SEASIAN

Record #1, Position: 4341 - 4342, Format: N2.

Variable Label: P1 B22E Southeast Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SASIAN

Record #1, Position: 4343 - 4344, Format: N2.

Variable Label: P1 B22F South Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1OTHRASIAN

Record #1, Position: 4345 - 4346, Format: N2.

Variable Label: P1 B22G Other Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1MIDEAST

Record #1, Position: 4347 - 4348, Format: N2.

Variable Label: P1 B22H Middle Eastern language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1OTHLANG

Record #1, Position: 4349 - 4350, Format: N2.

Variable Label: P1 B22I Other language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

(Check all that apply.)

Spanish

A European language other than Spanish such as French, German or Russian

A Chinese language

A Filipino language

A Southeast Asian language such as Vietnamese, Thai or Cambodian

A South Asian language such as Hindi or Tamil

Another Asian language such as Japanese or Korean

A Middle Eastern language such as Arabic or Farsi

Another language

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1ENGLISH

Record #1, Position: 4351 - 4352, Format: N2.

Variable Label: P1 B23 English is regularly spoken in home

Variable Description:

- Is English also regularly spoken in your home?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	401	1.71
1	Yes	3,097	13.23
-7	Item legitimate skip/NA	12,481	53.30

-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	809	3.46
TOTALS		23,415	100.00

Variable Name: P1RSPLANG

Record #1, Position: 4353 - 4354, Format: N2.

Variable Label: P1 B24 Language respondent usually speaks to 9th grader in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What language do you usually speak to [your 9th-grader] in your home?

English

Spanish

A European language other than Spanish (such as French, German or Russian)

A Chinese language

A Filipino language

A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

A South Asian language (such as Hindi or Tamil)

An Asian language (such as Japanese or Korean)

A Middle Eastern language (such as Arabic or Farsi)

Another language

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader". If the parent respondent indicated that only one language was spoken in their home, and that language was a non-English language, P1RSPLANG was not asked but was logically imputed as being that non-English language.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1LANG9

Record #1, Position: 4355 - 4356, Format: N2.

Variable Label: P1 B25 Language 9th grader usually speaks to respondent in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What language does [he/she] usually speak to you in your home?

English

Spanish

A European language other than Spanish (such as French, German or Russian)

A Chinese language

A Filipino language

A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

A South Asian language (such as Hindi or Tamil)

An Asian language (such as Japanese or Korean)

A Middle Eastern language (such as Arabic or Farsi)

Another language

Note: Question wording was customized in the survey instrument based on the sample member's gender. If the parent respondent indicated that only one language was spoken in their home, and that language was a non-English language, P1LANG9 was not asked but was logically imputed as being that non-English language.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1DIFSCHLNG

Record #1, Position: 4357 - 4358, Format: N2.

Variable Label: P1 B26 Difficulty joining in school events because speaks non-English language

Variable Description:

- How difficult is it for you to participate in activities at [your 9th-grader]'s school because you or members of your family speak a language other than English? Would you say...

very difficult

somewhat difficult or

not at all difficult?

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very difficult	216	0.92
2	Somewhat difficult	759	3.24
3	Not at all difficult	2,205	9.42
-7	Item legitimate skip/NA	12,481	53.30
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,127	4.81
TOTALS		23,415	100.00

Variable Name: P1ELLEVER

Record #1, Position: 4359 - 4360, Format: N2.

Variable Label: P1 B27 Whether 9th grader ever in English Language Learners program

Variable Description:

- Has [your 9th-grader] ever been enrolled in a program for English language learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

Yes

No

Don't know

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,281	5.47
2	No	14,237	60.80
3	Don't know	239	1.02
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,031	4.40
TOTALS		23,415	100.00

Variable Name: P1ELLNOW

Record #1, Position: 4361 - 4362, Format: N2.

Variable Label: P1 B28 Whether 9th grader currently in English Language Learners program

Variable Description:

- Is [he/she] currently enrolled in an English as a Second Language (ESL), English immersion, or bilingual education program?

Yes

No

Don't know

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	366	1.56
2	No	851	3.63
3	Don't know	60	0.26
-7	Item legitimate skip/NA	14,476	61.82
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,035	4.42
TOTALS		23,415	100.00

Variable Name: P1HIDEG1

Record #1, Position: 4363 - 4364, Format: N2.

Variable Label: P1 C01 Parent 1's highest degree earned

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- What is the highest level of education [you have/parent #1 has] completed?

Less than high school

High school diploma or GED

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. The composite variable X1PAR1EDU includes all non-missing values for P1HIDEG1, as well as imputed values wherever P1HIDEG1 is missing.

Code	Value Label	Frequency	Percentage
1	Less than high school	1,327	5.67
2	High school diploma or GED	6,720	28.70
3	Associate's degree	2,534	10.82
4	Bachelor's degree	3,853	16.46
5	Master's degree	1,594	6.81
7	Ph.D/M.D/Law/other high lvl prof degree	569	2.43
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: P1HIMAJV1

Record #1, Position: 4365 - 4464, Format: A100

Variable Label: P1 C02A Parent 1's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HIMAJ21

Record #1, Position: 4465 - 4466, Format: N2.

Variable Label: P1 C02B Parent 1's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	71	0.30
4	Architecture and Related Services	43	0.18
9	Communication, Journalism, and Related Programs	157	0.67
11	Computer and Information Sciences and Support Services	309	1.32

13	Education	1,127	4.81
14	Engineering	391	1.67
15	Engineering Technologies/Technicians	98	0.42
16	Foreign languages, literatures, and Linguistics	33	0.14
19	Family and Consumer Sciences/Human Sciences	77	0.33
22	Legal Professions and Studies	258	1.10
23	English Language and Literature/Letters	114	0.49
24	Liberal Arts and Sciences, General Studies and Humanities	204	0.87
26	Biological and Biomedical Sciences	227	0.97
27	Mathematics and Statistics	69	0.29
30	Multi/Interdisciplinary Studies	34	0.15
40	Physical Sciences	96	0.41
42	Psychology	199	0.85
43	Security and Protective Services	123	0.53
44	Public Administration and Social Service Professions	143	0.61
45	Social Sciences	246	1.05
50	Visual and Performing Arts	153	0.65
51	Health Professions and Related Clinical Sciences	1,457	6.22
52	Business, Management, Marketing, and Related Support Services	2,036	8.70
54	History	54	0.23
99	Uncodeable	440	1.88
-7	Item legitimate skip/NA	8,047	34.37
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	582	2.49
TOTALS		23,415	100.00

Variable Name: P1HIMAJ61

Record #1, Position: 4467 - 4473, Format: A7

Variable Label: P1 C02C Parent 1's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] [highest degree completed]?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree completed".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BAMAJV1

Record #1, Position: 4474 - 4573, Format: A100

Variable Label: P1 C03A Parent 1's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJV1 was logically imputed to P1HIMAJV1 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BAMAJ21

Record #1, Position: 4574 - 4575, Format: N2.

Variable Label: P1 C03B Parent 1's major for Bachelor's degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJ21 was logically imputed to P1HIMAJ21 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Agriculture, Agriculture Operations, and Related Sciences	61	0.26
4	Architecture and Related Services	31	0.13
9	Communication, Journalism, and Related Programs	172	0.73
11	Computer and Information Sciences and Support Services	174	0.74
13	Education	826	3.53
14	Engineering	399	1.70
15	Engineering Technologies/Technicians	34	0.15
16	Foreign languages, literatures, and Linguistics	41	0.18
19	Family and Consumer Sciences/Human Sciences	53	0.23
22	Legal Professions and Studies	50	0.21
23	English Language and Literature/Letters	146	0.62
24	Liberal Arts and Sciences, General Studies and Humanities	112	0.48
26	Biological and Biomedical Sciences	307	1.31
27	Mathematics and Statistics	84	0.36
30	Multi/Interdisciplinary Studies	39	0.17
40	Physical Sciences	124	0.53
42	Psychology	246	1.05
43	Security and Protective Services	77	0.33
44	Public Administration and Social Service Professions	83	0.35
45	Social Sciences	334	1.43
50	Visual and Performing Arts	123	0.53
51	Health Professions and Related Clinical Sciences	674	2.88
52	Business, Management, Marketing, and Related Support Services	1,285	5.49
54	History	77	0.33
99	Uncodeable	185	0.79
-7	Item legitimate skip/NA	10,581	45.19
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	470	2.01
TOTALS		23,415	100.00

Variable Name: P1BAMAJ61

Record #1, Position: 4576 - 4582, Format: A7

Variable Label: P1 C03C Parent 1's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/parent #1's] Bachelor's degree?

(Please type [parent #1's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian. P1BAMAJ61 was logically imputed to P1HIMAJ61 for cases where the respondent indicated that parent #1's highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1STARTDEG1

Record #1, Position: 4583 - 4584, Format: N2.

Variable Label: P1 C04 Parent 1 has started but not completed more advanced degree

Variable Description:

- [Have you/Has parent #1] started, but not completed, any work on a degree beyond [highest degree completed]?

(If [you have/parent #1 has] started more than one of the degrees listed below, please select the higher degree.)

No, [you have/parent #1 has] not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized such that the type of degree earned by parent #1 was displayed in place of "highest degree earned". Response options were conditionally displayed based on parent 1's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	10,632	45.41
2	Started an Associate's degree	1,979	8.45
3	Started a Bachelor's degree	1,303	5.56
4	Started a Master's degree	730	3.12
5	Started an Education Specialist diploma	130	0.56
6	Started Ph.D./M.D./Law/other prof degree	181	0.77
-7	Item legitimate skip/NA	569	2.43
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,264	5.40
TOTALS		23,415	100.00

Variable Name: P1JOBNOW1

Record #1, Position: 4585 - 4586, Format: N2.

Variable Label: P1 C05 Parent 1 currently holds a job

Variable Description:

- During the past week, did [you/parent #1] work for pay or income? (If [you/parent #1] held a job but [was/were] not working because of temporary illness, vacation, strike, or jury duty answer "yes.")

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

Code	Value Label	Frequency	Percentage
0	No	4,407	18.82
1	Yes	11,615	49.60
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	766	3.27
TOTALS		23,415	100.00

Variable Name: P1JOBEVER1

Record #1, Position: 4587 - 4588, Format: N2.

Variable Label: P1 C06 Parent 1 has ever held a job

Variable Description:

- [Have you/Has parent #1] ever held a regular job for pay or income?

Yes

No

Notes: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian.

This item was not administered to respondents who indicated that parent #1 was currently working, but was logically imputed to 1 for such cases (i.e. when P1JOBNOW1=1).

This item was not included in the PAPI questionnaire, but was logically imputed to 1 when the PAPI respondent provided a job title and/or duties for parent #1.

Code	Value Label	Frequency	Percentage
0	No	548	2.34
1	Yes	16,173	69.07
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	67	0.29
TOTALS		23,415	100.00

Variable Name: P1HOURS1

Record #1, Position: 4589 - 4591, Format: N3.

Variable Label: P1 C07 Hours Parent 1 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week [do/does/did] [you/he/she] usually work for pay or income, counting all jobs?

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on whether parent #1 was currently working.

Code	Value Label	Frequency	Percentage
C	8 - 81	14,995	64.04
-7	Item legitimate skip/NA	548	2.34
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,245	5.32
TOTALS		23,415	100.00

Variable Name: P1JOB2ONET1

Record #1, Position: 4592 - 4593, Format: N2.

Variable Label: P1 C08C Parent 1's job's 2-digit ONET code

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working. The composite variable X1PAR1OCC2 includes all non-missing values for BPJ1CC2, as well as imputed values where BPJ1CC2 is missing.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,283	9.75
13	Business and Financial Operations Occupations	775	3.31
15	Computer and Mathematical Occupations	359	1.53
17	Architecture and Engineering Occupations	273	1.17
19	Life, Physical, and Social Science Occupations	197	0.84
21	Community and Social Services Occupations	361	1.54



23	Legal Occupations	200	0.85
25	Education, Training, and Library Occupations	1,519	6.49
27	Arts, Design, Entertainment, Sports, and Media Occupations	226	0.97
29	Healthcare Practitioners and Technical Occupations	1,393	5.95
31	Healthcare Support Occupations	652	2.78
33	Protective Service Occupations	229	0.98
35	Food Preparation and Serving Related Occupations	647	2.76
37	Building and Grounds Cleaning and Maintenance Occupations	364	1.55
39	Personal Care and Service Occupations	620	2.65
41	Sales and Related Occupations	1,126	4.81
43	Office and Administrative Support Occupations	2,399	10.25
45	Farming, Fishing, and Forestry Occupations	127	0.54
47	Construction and Extraction Occupations	327	1.40
49	Installation, Maintenance, and Repair Occupations	304	1.30
51	Production Occupations	925	3.95
53	Transportation and Material Moving Occupations	487	2.08
55	Military Specific Occupations	68	0.29
99	Uncodeable	101	0.43
-7	Item legitimate skip/NA	548	2.34
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	278	1.19
TOTALS		23,415	100.00

Variable Name: P1JOB6ONET1

Record #1, Position: 4594 - 4599, Format: N6.

Variable Label: P1 C08D Parent 1's job's 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1JOBBDV1

Record #1, Position: 4600 - 4799, Format: A200

Variable Label: P1 C08B Parent 1's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1JOBTV1

Record #1, Position: 4800 - 4899, Format: A100

Variable Label: P1 C08A Parent 1's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/she/he] [have/has/had] more than one job, describe the one at which [you/she/he] [work/works/worked] the most hours. What [do/does/did] [you/she/he] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?"

Note: Question wording was customized in the survey instrument based on whether parent #1 was the respondent or some other parent/guardian; question wording was also customized based on parent #1's gender and whether they were currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HIDEG2

Record #1, Position: 4900 - 4901, Format: N2.

Variable Label: P1 C09 Parent 2's highest degree earned

Comment: "Educational Specialist diploma" recoded as "Master's degree" on the public use file.

Variable Description:

- What is the highest level of education [parent #2] has completed?

Less than high school

High school diploma or GED

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian. The composite variable X1PAR2EDU includes all non-missing values for P1HIDEG2, as well as imputed values where P1HIDEG2 is missing.

Code	Value Label	Frequency	Percentage
1	Less than high school	1,286	5.49
2	High school diploma or GED	5,535	23.64
3	Associate's degree	1,570	6.71
4	Bachelor's degree	2,803	11.97
5	Master's degree	1,017	4.34
7	Ph.D/M.D/Law/other high lvl prof degree	695	2.97
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	263	1.12
TOTALS		23,415	100.00

Variable Name: P1HIMAJV2

Record #1, Position: 4902 - 5001, Format: A100

Variable Label: P1 C10A Parent 2's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1HIMAJ22

Record #1, Position: 5002 - 5003, Format: N2.

Variable Label: P1 C10B Parent 2's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	95	0.41
4	Architecture and Related Services	54	0.23
9	Communication, Journalism, and Related Programs	75	0.32
11	Computer and Information Sciences and Support Services	290	1.24
13	Education	438	1.87
14	Engineering	573	2.45
15	Engineering Technologies/Technicians	148	0.63
22	Legal Professions and Studies	188	0.80
23	English Language and Literature/Letters	50	0.21
24	Liberal Arts and Sciences, General Studies and Humanities	124	0.53
26	Biological and Biomedical Sciences	135	0.58
27	Mathematics and Statistics	44	0.19
39	Theology and Religious Vocations	60	0.26
40	Physical Sciences	97	0.41
42	Psychology	89	0.38
43	Security and Protective Services	124	0.53
45	Social Sciences	155	0.66
50	Visual and Performing Arts	124	0.53
51	Health Professions and Related Clinical Sciences	699	2.99
52	Business, Management, Marketing, and Related Support Services	1,530	6.53
54	History	32	0.14
99	Uncodeable	601	2.57
-7	Item legitimate skip/NA	10,440	44.59
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	623	2.66
TOTALS		23,415	100.00

Variable Name: P1HIMAJ62

Record #1, Position: 5004 - 5010, Format: A7

Variable Label: P1 C10C Parent 2's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] [highest degree completed]?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized to reflect parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BAMAJV2

Record #1, Position: 5011 - 5110, Format: A100

Variable Label: P1 C11A Parent 2's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BAMAJ62

Record #1, Position: 5111 - 5117, Format: A7

Variable Label: P1 C11C Parent 2's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1BAMAJ22

Record #1, Position: 5118 - 5119, Format: N2.

Variable Label: P1 C11B Parent 2's major for Bachelor's degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [parent #2's] Bachelor's degree?

(Please type [parent #2's] major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	71	0.30
4	Architecture and Related Services	39	0.17
9	Communication, Journalism, and Related Programs	76	0.32
11	Computer and Information Sciences and Support Services	178	0.76
13	Education	341	1.46
14	Engineering	535	2.28
15	Engineering Technologies/Technicians	62	0.26
22	Legal Professions and Studies	32	0.14
23	English Language and Literature/Letters	71	0.30
24	Liberal Arts and Sciences, General Studies and Humanities	76	0.32
26	Biological and Biomedical Sciences	224	0.96
27	Mathematics and Statistics	55	0.23
39	Theology and Religious Vocations	34	0.15
40	Physical Sciences	138	0.59
42	Psychology	100	0.43

43	Security and Protective Services	78	0.33
45	Social Sciences	224	0.96
50	Visual and Performing Arts	103	0.44
51	Health Professions and Related Clinical Sciences	367	1.57
52	Business, Management, Marketing, and Related Support Services	1,134	4.84
54	History	56	0.24
99	Uncodeable	269	1.15
-7	Item legitimate skip/NA	12,010	51.29
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	515	2.20
TOTALS		23,415	100.00

Variable Name: P1STARTDEG2

Record #1, Position: 5120 - 5121, Format: N2.

Variable Label: P1 C12 Parent 2 has started but not completed more advanced degree

Variable Description:

- Has [parent #2] started, but not completed, any work on a degree beyond [highest degree completed]?

(If [he/she] has started more than one of the degrees listed below, please select the higher degree.)

No, [he/she] has not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender. Response options were conditionally displayed based on parent #2's highest degree completed.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	9,015	38.50
2	Started an Associate's degree	1,142	4.88
3	Started a Bachelor's degree	788	3.37
4	Started a Master's degree	322	1.38
5	Started an Education Specialist diploma	31	0.13
6	Started Ph.D/M.D/Law/other prof degree	120	0.51
-7	Item legitimate skip/NA	4,314	18.42
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,056	4.51
TOTALS		23,415	100.00

Variable Name: P1JOBNOW2

Record #1, Position: 5122 - 5123, Format: N2.

Variable Label: P1 C13 Parent 2 currently holds a job

Variable Description:

- During the past week, did [parent #2] work for pay or income?

(If [he/she] held a job but was not working because of temporary illness, vacation, strike, or jury duty answer "yes.")

Yes

No

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on parent #2's gender.

Code	Value Label	Frequency	Percentage
0	No	2,464	10.52
1	Yes	10,099	43.13

-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	606	2.59
TOTALS		23,415	100.00

Variable Name: P1JOBEVER2

Record #1, Position: 5124 - 5125, Format: N2.

Variable Label: P1 C14 Parent 2 has ever held a job

Variable Description:

- Has [he/she] ever held a regular job for pay or income?

Yes

No

Note: Question wording was customized in the survey instrument based on parent #2's gender.

This item was not administered to respondents who indicated that parent #2 was currently working, but was logically imputed to 1 for such cases (i.e. when P1JOBNOW2=1).

This item was not included in the PAPI questionnaire, but was logically imputed to 1 when the PAPI respondent provided a job title and/or duties for parent #2.

Code	Value Label	Frequency	Percentage
0	No	415	1.77
1	Yes	12,639	53.98
-7	Item legitimate skip/NA	3,619	15.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	115	0.49
TOTALS		23,415	100.00

Variable Name: P1HOURS2

Record #1, Position: 5126 - 5128, Format: N3.

Variable Label: P1 C15 Hours Parent 2 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week does [does/did] [parent #2] usually work for pay or income, counting all jobs?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
C	8 - 81	11,720	50.05
-7	Item legitimate skip/NA	4,034	17.23
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,034	4.42
TOTALS		23,415	100.00

Variable Name: P1JOB2ONET2

Record #1, Position: 5129 - 5130, Format: N2.

Variable Label: P1 C16C Parent 2's job's 2-digit ONET code

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working. The composite variable X1PAR2OCC2 includes all non-missing values for BPJ2CC2, as well as imputed values where BPJ2CC2 is missing.

Code	Value Label	Frequency	Percentage
11	Management Occupations	2,100	8.97

13	Business and Financial Operations Occupations	525	2.24
15	Computer and Mathematical Occupations	379	1.62
17	Architecture and Engineering Occupations	431	1.84
19	Life, Physical, and Social Science Occupations	140	0.60
21	Community and Social Services Occupations	168	0.72
23	Legal Occupations	160	0.68
25	Education, Training, and Library Occupations	555	2.37
27	Arts, Design, Entertainment, Sports, and Media Occupations	184	0.79
29	Healthcare Practitioners and Technical Occupations	712	3.04
31	Healthcare Support Occupations	190	0.81
33	Protective Service Occupations	349	1.49
35	Food Preparation and Serving Related Occupations	315	1.35
37	Building and Grounds Cleaning and Maintenance Occupations	326	1.39
39	Personal Care and Service Occupations	231	0.99
41	Sales and Related Occupations	809	3.46
43	Office and Administrative Support Occupations	791	3.38
45	Farming, Fishing, and Forestry Occupations	148	0.63
47	Construction and Extraction Occupations	991	4.23
49	Installation, Maintenance, and Repair Occupations	804	3.43
51	Production Occupations	1,123	4.80
53	Transportation and Material Moving Occupations	816	3.48
55	Military Specific Occupations	115	0.49
99	Uncodeable	94	0.40
-7	Item legitimate skip/NA	4,034	17.23
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	298	1.27
TOTALS		23,415	100.00

Variable Name: P1JOB6ONET2

Record #1, Position: 5131 - 5136, Format: N6.

Variable Label: P1 C16D Parent 2's job's 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1JOB2V2

Record #1, Position: 5137 - 5336, Format: A200

Variable Label: P1 C16B Parent 2's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1JOBT2

Record #1, Position: 5337 - 5436, Format: A100

Variable Label: P1 C16A Parent 2's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [parent #2] most recent job, what was] [parent #2's] job title? If [parent #2] [has/had] more than one job, describe the one at which [parent #2] [works/worked] the most hours. What [does/did] [parent #2] do in that job? That is, what [are/were] [parent #2's] main activities or duties?

Note: Question wording was customized in the survey instrument based on whether parent #2 was the respondent's spouse, partner, or some other parent/guardian; question wording was also customized based on whether or not parent #2 was currently working.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1INCOME

Record #1, Position: 5437 - 5443, Format: N7.

Variable Label: P1 C17 Household income in 2008-continuous form

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study and will be kept completely confidential.

What was your total household income from all sources prior to taxes and deductions in calendar year 2008? Please include all income such as income from work, investments and alimony.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1INCOMECAT

Record #1, Position: 5444 - 5445, Format: N2.

Variable Label: P1 C18 Household income in 2008-categorical form

Variable Description:

- We understand that you may not be able to provide an exact number for your family's income.

However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2008. Please include all income such as income from work, investments and alimony.

\$15,000 or less

\$15,001 - \$35,000

\$35,001 - \$55,000

\$55,001 - \$75,000

\$75,001 - \$95,000

\$95,001 - \$115,000

\$115,001 - \$135,000

\$135,001 - \$155,000

\$155,001 - \$175,000

\$175,001 - \$195,000

\$195,001 - \$215,000

\$215,001 - \$235,000

More than \$235,000



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	\$15,000 or less	1,457	6.22
2	\$15,001 - \$35,000	2,859	12.21
3	\$35,001 - \$55,000	2,637	11.26
4	\$55,001 - \$75,000	2,387	10.19
5	\$75,001 - \$95,000	1,747	7.46
6	\$95,001 - \$115,000	1,396	5.96
7	\$115,001 - \$135,000	905	3.87
8	\$135,001 - \$155,000	695	2.97
9	\$155,001 - \$175,000	339	1.45
10	\$175,001 - \$195,000	225	0.96
11	\$195,001 - \$215,000	296	1.26
12	\$215,001 - \$235,000	112	0.48
13	More than \$235,000	740	3.16
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	993	4.24
TOTALS		23,415	100.00

Variable Name: P1OWNHOME

Record #1, Position: 5446 - 5447, Format: N2.

Variable Label: P1 C19 Home is owned, rented or other arrangement

Variable Description:

- Do you...

pay mortgage towards or own your home

rent your home or

have some other arrangement?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pay mortgage towards or own your home	11,798	50.39
2	Rent your home	3,183	13.59
3	Have some other arrangement	709	3.03
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,098	4.69
TOTALS		23,415	100.00

Variable Name: P1REPEATGRD

Record #1, Position: 5448 - 5449, Format: N2.

Variable Label: P1 D01 Ninth grader has repeated a grade

Variable Description:

- Since starting kindergarten, has [your 9th-grader] repeated any grades?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,067	60.08
1	Yes	1,742	7.44
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	979	4.18
TOTALS		23,415	100.00

Variable Name: P1REPEATGK  
 Record #1, Position: 5450 - 5451, Format: N2.  
 Variable Label: P1 D02A Ninth grader repeated kindergarten  
 Variable Description:  
 - What grades did [he/she] repeat?  
 (Check all that apply.)

Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade  
 4th Grade  
 5th Grade  
 6th Grade  
 7th Grade  
 8th Grade  
 9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1,357	5.80
1	Yes	344	1.47
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG1  
 Record #1, Position: 5452 - 5453, Format: N2.  
 Variable Label: P1 D02B Ninth grader repeated 1st grade  
 Variable Description:  
 - What grades did [he/she] repeat?  
 (Check all that apply.)

Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade  
 4th Grade  
 5th Grade  
 6th Grade  
 7th Grade  
 8th Grade  
 9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1,249	5.33
1	Yes	452	1.93
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG2  
 Record #1, Position: 5454 - 5455, Format: N2.  
 Variable Label: P1 D02C Ninth grader repeated 2nd grade  
 Variable Description:  
 - What grades did [he/she] repeat?  
 (Check all that apply.)

Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade  
 4th Grade  
 5th Grade  
 6th Grade  
 7th Grade  
 8th Grade  
 9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,470	6.28
1	Yes	231	0.99
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG3

Record #1, Position: 5456 - 5457, Format: N2.

Variable Label: P1 D02D Ninth grader repeated 3rd grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade  
 4th Grade  
 5th Grade  
 6th Grade  
 7th Grade  
 8th Grade  
 9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,489	6.36
1	Yes	212	0.91
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG4

Record #1, Position: 5458 - 5459, Format: N2.

Variable Label: P1 D02E Ninth grader repeated 4th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten  
 1st Grade  
 2nd Grade  
 3rd Grade  
 4th Grade  
 5th Grade

6th Grade  
7th Grade  
8th Grade  
9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,588	6.78
1	Yes	113	0.48
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG5

Record #1, Position: 5460 - 5461, Format: N2.

Variable Label: P1 D02F Ninth grader repeated 5th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten  
1st Grade  
2nd Grade  
3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade  
9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,607	6.86
1	Yes	94	0.40
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG6

Record #1, Position: 5462 - 5463, Format: N2.

Variable Label: P1 D02G Ninth grader repeated 6th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten  
1st Grade  
2nd Grade  
3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade  
9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,605	6.85
1	Yes	96	0.41
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG7

Record #1, Position: 5464 - 5465, Format: N2.

Variable Label: P1 D02H Ninth grader repeated 7th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,601	6.84
1	Yes	100	0.43
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG8

Record #1, Position: 5466 - 5467, Format: N2.

Variable Label: P1 D02I Ninth grader repeated 8th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,622	6.93
1	Yes	79	0.34
-7	Item legitimate skip/NA	14,067	60.08

-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1REPEATG9

Record #1, Position: 5468 - 5469, Format: N2.

Variable Label: P1 D02J Ninth grader repeated 9th grade

Variable Description:

- What grades did [he/she] repeat?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
0	No	1,564	6.68
1	Yes	137	0.59
-7	Item legitimate skip/NA	14,067	60.08
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,020	4.36
TOTALS		23,415	100.00

Variable Name: P1SLD

Record #1, Position: 5470 - 5471, Format: N2.

Variable Label: P1 D03A Doctor/school has told parent 9th grader has learning disability

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Specific learning disability

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	14,162	60.48
1	Yes	1,380	5.89
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,246	5.32
TOTALS		23,415	100.00

Variable Name: P1DD

Record #1, Position: 5472 - 5473, Format: N2.

Variable Label: P1 D03B Doctor/school has told parent 9th grader has developmental delay

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Any developmental delay that affects [his/her] ability to learn

Yes

No

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,848	63.41
1	Yes	670	2.86
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,270	5.42
TOTALS		23,415	100.00

Variable Name: P1AUTISM

Record #1, Position: 5474 - 5475, Format: N2.

Variable Label: P1 D03C Doctor/school has told parent 9th grader has some form of autism

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Autism, Asperger's Disorder, pervasive developmental disorder, or other autism spectrum disorder

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,339	65.51
1	Yes	172	0.73
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,277	5.45
TOTALS		23,415	100.00

Variable Name: P1EAREYE

Record #1, Position: 5476 - 5477, Format: N2.

Variable Label: P1 D03D Doctor/school has told parent 9th grader has hearing/vision problem

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Hearing problems or vision problems that cannot be corrected with glasses or contact lenses

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,131	64.62
1	Yes	408	1.74
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,249	5.33
TOTALS		23,415	100.00

Variable Name: P1JOINT

Record #1, Position: 5478 - 5479, Format: N2.

Variable Label: P1 D03E Doctor/school has told parent 9th grader has bone/joint/muscle problem

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Bone, joint, or muscle problems

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,107	64.52
1	Yes	429	1.83
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,252	5.35
TOTALS		23,415	100.00

Variable Name: P1INTELLECT

Record #1, Position: 5480 - 5481, Format: N2.

Variable Label: P1 D03F Doctor/school has told parent 9th grader has intellectual disability

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Intellectual disability or mental retardation

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,409	65.81
1	Yes	98	0.42
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,281	5.47
TOTALS		23,415	100.00

Variable Name: P1ADHD

Record #1, Position: 5482 - 5483, Format: N2.

Variable Label: P1 D03G Doctor/school has told parent 9th grader has ADD or ADHD

Variable Description:

- Has a doctor, health care provider, teacher, or school official ever told you that [your 9th-grader] has any of the following conditions?

Attention Deficit Disorder or Attention Deficit Hyperactive Disorder, that is, ADD or ADHD

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,821	59.03
1	Yes	1,685	7.20
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,282	5.48
TOTALS		23,415	100.00

Variable Name: P1SPECIALED

Record #1, Position: 5484 - 5485, Format: N2.

Variable Label: P1 D04 9th grader is currently receiving Special Education Services

Variable Description:

- Does [your 9th-grader] currently receive Special Educational Services? Students receiving these services often have an Individualized Education Plan (IEP).

Yes

No



Don't know

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,322	5.65
2	No	14,109	60.26
3	Don't know	153	0.65
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,204	5.14
TOTALS		23,415	100.00

Variable Name: P1ADHDMED

Record #1, Position: 5486 - 5487, Format: N2.

Variable Label: P1 D05 9th grader is currently taking medication for ADD or ADHD

Variable Description:

- Is [your 9th-grader] currently taking medication for ADD or ADHD?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,711	62.83
1	Yes	861	3.68
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,216	5.19
TOTALS		23,415	100.00

Variable Name: P1LEARN

Record #1, Position: 5488 - 5489, Format: N2.

Variable Label: P1 D06A How much difficulty 9th grader has learning or paying attention

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Learning, understanding, or paying attention

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	A lot of difficulty	756	3.23
2	A little difficulty	3,400	14.52
3	No difficulty	11,376	48.58
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,256	5.36
TOTALS		23,415	100.00

Variable Name: P1SPEAK

Record #1, Position: 5490 - 5491, Format: N2.

Variable Label: P1 D06B How much difficulty 9th grader has speaking or communicating

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Speaking, communicating, or being understood

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	233	1.00
2	A little difficulty	1,587	6.78
3	No difficulty	13,718	58.59
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,250	5.34
TOTALS		23,415	100.00

Variable Name: P1MOOD

Record #1, Position: 5492 - 5493, Format: N2.

Variable Label: P1 D06C How much difficulty 9th grader has feeling anxious or depressed

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Feeling anxious or depressed

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	428	1.83
2	A little difficulty	2,598	11.10
3	No difficulty	12,460	53.21
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,302	5.56
TOTALS		23,415	100.00

Variable Name: P1ACTOUT

Record #1, Position: 5494 - 5495, Format: N2.

Variable Label: P1 D06D How much difficulty 9th grader has with behavior problems

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Behavior problems, such as acting-out, fighting, bullying, or arguing

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A lot of difficulty	391	1.67
2	A little difficulty	1,536	6.56
3	No difficulty	13,611	58.13
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,250	5.34
TOTALS		23,415	100.00

Variable Name: P1FRIEND

Record #1, Position: 5496 - 5497, Format: N2.

Variable Label: P1 D06E How much difficulty 9th grader has making and keeping friends

Variable Description:

- Compared with other 9th graders, would you say [your 9th-grader] experiences a lot, a little, or no difficulty in the following areas?

Making and keeping friends

A lot of difficulty

A little difficulty

No difficulty

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	A lot of difficulty	294	1.26
2	A little difficulty	1,411	6.03
3	No difficulty	13,819	59.02
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,264	5.40
TOTALS		23,415	100.00

Variable Name: P1SKIPGRD

Record #1, Position: 5498 - 5499, Format: N2.

Variable Label: P1 D07 Ninth grader has skipped a grade

Variable Description:

- Since starting kindergarten, has [your 9th-grader] skipped any grades?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,572	66.50
1	Yes	208	0.89
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,008	4.30
TOTALS		23,415	100.00

Variable Name: P1SKIPGK

Record #1, Position: 5500 - 5501, Format: N2.

Variable Label: P1 D08A Ninth grader skipped kindergarten

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	147	0.63
1	Yes	41	0.18
-7	Item legitimate skip/NA	15,572	66.50

-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,028	4.39
TOTALS		23,415	100.00

Variable Name: P1SKIPG1

Record #1, Position: 5502 - 5503, Format: N2.

Variable Label: P1 D08B Ninth grader skipped 1st grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	149	0.64
1	Yes	39	0.17
-7	Item legitimate skip/NA	15,572	66.50
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,028	4.39
TOTALS		23,415	100.00

Variable Name: P1SKIPG2

Record #1, Position: 5504 - 5505, Format: N2.

Variable Label: P1 D08C Ninth grader skipped 2nd grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

Code	Value Label	Frequency	Percentage
0	No	159	0.68
1	Yes	29	0.12
-7	Item legitimate skip/NA	15,572	66.50
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,028	4.39
TOTALS		23,415	100.00

Variable Name: P1SKIPG3

Record #1, Position: 5506 - 5507, Format: N2.

Variable Label: P1 D08D Ninth grader skipped 3rd grade

## Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	164	0.70
1	Yes	24	0.10
-7	Item legitimate skip/NA	15,572	66.50
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,028	4.39
TOTALS		23,415	100.00

Variable Name: P1SKIPG4

Record #1, Position: 5508 - 5509, Format: N2.

Variable Label: P1 D08E Ninth grader skipped 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SKIPG5

Record #1, Position: 5510 - 5511, Format: N2.

Variable Label: P1 D08F Ninth grader skipped 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SKIPG6

Record #1, Position: 5512 - 5513, Format: N2.

Variable Label: P1 D08G Ninth grader skipped 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SKIPG7

Record #1, Position: 5514 - 5515, Format: N2.

Variable Label: P1 D08H Ninth grader skipped 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1SKIPG8

Record #1, Position: 5516 - 5517, Format: N2.

Variable Label: P1 D08I Ninth grader skipped 8th grade

Variable Description:

- What grades did [he/she] skip?

(Check all that apply.)

Kindergarten

1st Grade

2nd Grade

3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade

Note: Question wording was customized in the survey instrument based on the sample members gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	160	0.68
1	Yes	28	0.12
-7	Item legitimate skip/NA	15,572	66.50
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,028	4.39
TOTALS		23,415	100.00

Variable Name: P1HONORS

Record #1, Position: 5518 - 5519, Format: N2.

Variable Label: P1 D09 Whether 9th grader is currently enrolled in honors course

Variable Description:

- Is [your 9th-grader] currently enrolled in any honors classes?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,220	39.38
1	Yes	6,196	26.46
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,372	5.86
TOTALS		23,415	100.00

Variable Name: P1CHANGESCH

Record #1, Position: 5520 - 5521, Format: N2.

Variable Label: P1 D10 Number of times 9th grader has changed schools since kindergarten

Variable Description:

- How many times has [your 9th-grader] changed schools since [he/she] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.

(Please enter 0 if [your 9th-grader] has not changed schools except for promotion to the next grade or level.)

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 9	15,737	67.21
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,051	4.49
TOTALS		23,415	100.00

Variable Name: P1DROPOUT

Record #1, Position: 5522 - 5523, Format: N2.

Variable Label: P1 D11 Whether 9th grader has ever stopped attending school for a month or more

Variable Description:

- Since starting kindergarten, has [your 9th-grader] ever stopped going to school for a period of a month or more other than for illness, injury or vacation?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,339	65.51
1	Yes	432	1.84
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,017	4.34
TOTALS		23,415	100.00

Variable Name: P1SUSPEND

Record #1, Position: 5524 - 5525, Format: N2.

Variable Label: P1 D12 Whether 9th grader has ever been suspended or expelled

Variable Description:

- Since starting kindergarten, has [he/she] ever been suspended or expelled from school? Do not count detentions.

Yes

No

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,865	59.21
1	Yes	1,907	8.14
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,016	4.34
TOTALS		23,415	100.00

Variable Name: P1BEHAVE

Record #1, Position: 5526 - 5527, Format: N2.

Variable Label: P1 D13A How often parent contacted by school about problem behavior

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s...

problem behavior in school?

Never

Once or twice

Three or four times

More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	11,930	50.95
2	Once or twice	2,685	11.47
3	Three or four times	494	2.11
4	More than four times	420	1.79
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,259	5.38
TOTALS		23,415	100.00

Variable Name: P1ATTEND

Record #1, Position: 5528 - 5529, Format: N2.

Variable Label: P1 D13B How often parent contacted by school about poor attendance

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s...



poor attendance record at school?

- Never
- Once or twice
- Three or four times
- More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	13,139	56.11
2	Once or twice	1,584	6.76
3	Three or four times	337	1.44
4	More than four times	430	1.84
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,298	5.54
TOTALS		23,415	100.00

Variable Name: P1PERFORM

Record #1, Position: 5530 - 5531, Format: N2.

Variable Label: P1 D13C How often parent contacted by school about poor performance

Variable Description:

- During the last school year (2008-2009), how many times were you or another family member contacted by the school about [your 9th-grader]'s...

poor academic performance?

- Never
- Once or twice
- Three or four times
- More than four times

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	11,888	50.77
2	Once or twice	2,567	10.96
3	Three or four times	553	2.36
4	More than four times	461	1.97
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,319	5.63
TOTALS		23,415	100.00

Variable Name: P1SCHCHOICE

Record #1, Position: 5532 - 5533, Format: N2.

Variable Label: P1 E01 Whether 9th grader's school was assigned or chosen

Variable Description:

- Is [your 9th-grader's school] a regularly assigned school or a school that you chose?

- Assigned
- Chosen, or

[your 9th-grader] was assigned to [your 9th-grader's school], but you would have chosen it if you had a choice.

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader", and the name of the sample member's school appeared in place of "your 9th-grader's school".

Code	Value Label	Frequency	Percentage
1	Assigned	7,031	30.03
2	Chosen	2,634	11.25
3	Assigned but would have chosen HS	2,735	11.68

-7	Item legitimate skip/NA	3,310	14.14
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,078	4.60
TOTALS		23,415	100.00

Variable Name: P1SCHMTG

Record #1, Position: 5534 - 5535, Format: N2.

Variable Label: P1 E02A Attended a general school meeting since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household... attended a general school meeting such as an open house or a back-to-school night?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	2,635	11.25
1	Yes	12,890	55.05
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,263	5.39
TOTALS		23,415	100.00

Variable Name: P1PTOMTG

Record #1, Position: 5536 - 5537, Format: N2.

Variable Label: P1 E02B Attended a PTO meeting since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household... attended a meeting of the parent-teacher organization or association?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	9,552	40.79
1	Yes	5,940	25.37
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,296	5.53
TOTALS		23,415	100.00

Variable Name: P1PTCONFER

Record #1, Position: 5538 - 5539, Format: N2.

Variable Label: P1 E02C Attended parent-teacher conference since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household... gone to a regularly scheduled parent-teacher conference with [your 9th-grader]'s teacher?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	6,669	28.48
1	Yes	8,811	37.63
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,308	5.59
TOTALS		23,415	100.00

Variable Name: P1SCHEVENT

Record #1, Position: 5540 - 5541, Format: N2.

Variable Label: P1 E02D Attended school event since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...  
attended a school or class event such as a play, dance, sports event or science fair because of [your 9th-grader]?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	4,868	20.79
1	Yes	10,649	45.48
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,271	5.43
TOTALS		23,415	100.00

Variable Name: P1VOLUNTEER

Record #1, Position: 5542 - 5543, Format: N2.

Variable Label: P1 E02E Served as a school volunteer since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...  
served as a volunteer in [your 9th-grader]'s classroom or elsewhere in the school?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	10,771	46.00
1	Yes	4,748	20.28
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,269	5.42
TOTALS		23,415	100.00

Variable Name: P1FUNDRAISE

Record #1, Position: 5544 - 5545, Format: N2.

Variable Label: P1 E02F Participated in school fund raiser since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household...  
participated in fundraising for the school?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	7,288	31.13
1	Yes	8,225	35.13
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,275	5.45
TOTALS		23,415	100.00

Variable Name: P1COUNSELOR

Record #1, Position: 5546 - 5547, Format: N2.

Variable Label: P1 E02G Met with a school counselor since start of 2009-10 school year

Variable Description:

- Since the beginning of this school year (2009-2010), have you or other adults in your household... met with a school counselor in person?

Yes  
No

Code	Value Label	Frequency	Percentage
0	No	8,767	37.44
1	Yes	6,724	28.72
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,297	5.54
TOTALS		23,415	100.00

Variable Name: P1HWOFTE

Record #1, Position: 5548 - 5549, Format: N2.

Variable Label: P1 E03 How often helped 9th grader with homework

Variable Description:

- During this school year, about how many days in an average week do you or another adult in your household help [your 9th-grader] with homework? Would you say...

never  
less than once a week  
1 or 2 days a week  
3 or 4 days a week or  
5 or more days a week?

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Never	3,507	14.98
2	Less than once a week	4,612	19.70
3	1 or 2 days a week	5,130	21.91
4	3 or 4 days a week	1,675	7.15
5	5 or more days a week	787	3.36
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,077	4.60
TOTALS		23,415	100.00

Variable Name: P1MTHWEFF

Record #1, Position: 5550 - 5551, Format: N2.

Variable Label: P1 E04A Confidence in helping with 9th grade math homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects?

Math

Very confident  
Somewhat confident  
Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	5,116	21.85
2	Somewhat confident	6,081	25.97
3	Not at all confident	4,458	19.04
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,133	4.84

TOTALS		23,415	100.00
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Variable Name: P1SCIHWEFF

Record #1, Position: 5552 - 5553, Format: N2.

Variable Label: P1 E04B Confidence in helping with 9th grade science homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects?

Science

Very confident

Somewhat confident

Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	6,166	26.33
2	Somewhat confident	7,321	31.27
3	Not at all confident	2,142	9.15
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,159	4.95
TOTALS		23,415	100.00

Variable Name: P1ENGHWEFF

Record #1, Position: 5554 - 5555, Format: N2.

Variable Label: P1 E04C Confidence in helping with 9th grade English homework

Variable Description:

- How confident do you feel about your ability to help [your 9th-grader] with the homework [he/she] has this year in each of the following subjects?

English or language arts

Very confident

Somewhat confident

Not at all confident

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Very confident	8,251	35.24
2	Somewhat confident	5,820	24.86
3	Not at all confident	1,567	6.69
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,150	4.91
TOTALS		23,415	100.00

Variable Name: P1MTHCOMP

Record #1, Position: 5556 - 5557, Format: N2.

Variable Label: P1 E05A Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
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1	Females are much better	552	2.36
2	Females are somewhat better	888	3.79
3	Females and males are the same	8,884	37.94
4	Males are somewhat better	3,456	14.76
5	Males are much better	986	4.21
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	2,022	8.64
TOTALS		23,415	100.00

Variable Name: P1SCICOMP

Record #1, Position: 5558 - 5559, Format: N2.

Variable Label: P1 E05B Comparison of females' and males' abilities in science

Variable Description:

- In general, how would you compare males and females in the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	376	1.61
2	Females are somewhat better	582	2.49
3	Females and males are the same	10,612	45.32
4	Males are somewhat better	2,587	11.05
5	Males are much better	583	2.49
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	2,048	8.75
TOTALS		23,415	100.00

Variable Name: P1ENGCOMP

Record #1, Position: 5560 - 5561, Format: N2.

Variable Label: P1 E05C Comparison of females' and males' abilities in English/language arts

Variable Description:

- In general, how would you compare males and females in the following subjects?

English or language arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	2,340	9.99
2	Females are somewhat better	4,481	19.14
3	Females and males are the same	7,673	32.77
4	Males are somewhat better	150	0.64
5	Males are much better	94	0.40
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	2,050	8.76
TOTALS		23,415	100.00

Variable Name: P1ARTS

Record #1, Position: 5562 - 5563, Format: N2.

Variable Label: P1 E06A Participated in performing/visual arts outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	9,627	41.11
1	Yes	5,742	24.52
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1SPORTS

Record #1, Position: 5564 - 5565, Format: N2.

Variable Label: P1 E06B Participated in organized sports outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	6,526	27.87
1	Yes	8,843	37.77
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1RELIGGRP

Record #1, Position: 5566 - 5567, Format: N2.

Variable Label: P1 E06C Participated in religious group outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity  
 Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program  
 A math or science camp  
 Another camp  
 None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,044	30.08
1	Yes	8,325	35.55
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1CLUB

Record #1, Position: 5568 - 5569, Format: N2.

Variable Label: P1 E06D Participated in scouting/other group/club outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater  
 Organized sports supervised by an adult  
 Religious youth group or religious instruction  
 Scouting or another group or club activity  
 Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program  
 A math or science camp  
 Another camp  
 None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,789	50.35
1	Yes	3,580	15.29
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1ACADEMIC

Record #1, Position: 5570 - 5571, Format: N2.

Variable Label: P1 E06E Received academic instruction outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater  
 Organized sports supervised by an adult  
 Religious youth group or religious instruction  
 Scouting or another group or club activity  
 Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program  
 A math or science camp  
 Another camp  
 None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,692	54.20
1	Yes	2,677	11.43
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1CAMPMS

Record #1, Position: 5572 - 5573, Format: N2.

Variable Label: P1 E06F Participated in math or science camp outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,736	62.93
1	Yes	633	2.70
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1CAMPOTH

Record #1, Position: 5574 - 5575, Format: N2.

Variable Label: P1 E06G Participated in another camp outside of school in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,267	48.12
1	Yes	4,102	17.52
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1NOOUTSCH

Record #1, Position: 5576 - 5577, Format: N2.

Variable Label: P1 E06H Didn't participate in any listed out of school activities in last year

Variable Description:

- During the last 12 months, has [your 9th-grader] participated in any of the following activities outside of school?

(Check all that apply.)

Music, dance, art, or theater

Organized sports supervised by an adult

Religious youth group or religious instruction

Scouting or another group or club activity

Academic instruction outside of school such as from a Saturday Academy, learning center, personal tutor or summer school program

A math or science camp

Another camp

None of these

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	13,440	57.40
1	Yes	1,929	8.24
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: P1MUSEUM

Record #1, Position: 5578 - 5579, Format: N2.

Variable Label: P1 E07A Went to science or engineering museum with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
0	No	7,195	30.73
1	Yes	8,253	35.25
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1COMPUTER

Record #1, Position: 5580 - 5581, Format: N2.

Variable Label: P1 E07B Worked or played on computer with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair  
 Helped [your 9th-grader] with a school science fair project  
 Discussed a program or article about math, science, or technology  
 Visited a library  
 Gone to a play, concert, or other live show  
 None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,148	9.17
1	Yes	13,300	56.80
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1FIXED

Record #1, Position: 5582 - 5583, Format: N2.

Variable Label: P1 E07C Built or fixed something with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum  
 Worked or played on a computer together  
 Built or fixed something such as a vehicle or appliance  
 Attended a school science fair  
 Helped [your 9th-grader] with a school science fair project  
 Discussed a program or article about math, science, or technology  
 Visited a library  
 Gone to a play, concert, or other live show  
 None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,461	36.13
1	Yes	6,987	29.84
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1SCIFAIR

Record #1, Position: 5584 - 5585, Format: N2.

Variable Label: P1 E07D Attended a school science fair with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?

(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum  
 Worked or played on a computer together  
 Built or fixed something such as a vehicle or appliance  
 Attended a school science fair  
 Helped [your 9th-grader] with a school science fair project  
 Discussed a program or article about math, science, or technology  
 Visited a library  
 Gone to a play, concert, or other live show  
 None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,732	54.38
1	Yes	2,716	11.60
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1SCIPROJ

Record #1, Position: 5586 - 5587, Format: N2.

Variable Label: P1 E07E Helped 9th grader with a school science fair project in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?  
(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,377	40.05
1	Yes	6,071	25.93
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1STEMDISC

Record #1, Position: 5588 - 5589, Format: N2.

Variable Label: P1 E07F Discussed STEM program or article with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?  
(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,249	22.42
1	Yes	10,199	43.56
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1LIBRARY

Record #1, Position: 5590 - 5591, Format: N2.

Variable Label: P1 E07G Visited a library with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?  
(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,450	23.28
1	Yes	9,998	42.70
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1SHOW

Record #1, Position: 5592 - 5593, Format: N2.

Variable Label: P1 E07H Went to a play, concert or live show with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?  
(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance

Attended a school science fair

Helped [your 9th-grader] with a school science fair project

Discussed a program or article about math, science, or technology

Visited a library

Gone to a play, concert, or other live show

None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,689	24.30
1	Yes	9,759	41.68
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1NOACT

Record #1, Position: 5594 - 5595, Format: N2.

Variable Label: P1 E07I Didn't participate in any listed activities with 9th grader in last year

Variable Description:

- During the last 12 months, which of the following activities have you or another family member done with [your 9th-grader]?  
(Check all that apply.)

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum

Worked or played on a computer together

Built or fixed something such as a vehicle or appliance  
 Attended a school science fair  
 Helped [your 9th-grader] with a school science fair project  
 Discussed a program or article about math, science, or technology  
 Visited a library  
 Gone to a play, concert, or other live show  
 None of these

Note: Question/response wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,134	64.63
1	Yes	314	1.34
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,340	5.72
TOTALS		23,415	100.00

Variable Name: P1EDUASPIRE

Record #1, Position: 5596 - 5597, Format: N2.

Variable Label: P1 F01 How far in school would like 9th grader to go

Comment: "Less than" and "Started" degrees combined with "Completed" degrees on the public use file.

Variable Description:

- If there were no barriers, how far in school would you want [your 9th-grader] to go?

Less than high school

High school diploma or GED

Start but not complete an Associate's degree

Complete an Associate's degree

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree

Complete a Master's degree

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	High school diploma/GED or less	352	1.50
4	Start or complete an Associate's degree	539	2.30
6	Start or complete a Bachelor's degree	2,992	12.78
8	Start or complete a Master's degree	3,637	15.53
10	Start or complete Ph.D./M.D./Law/other prof degree	8,106	34.62
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,162	4.96
TOTALS		23,415	100.00

Variable Name: P1EDUEXPECT

Record #1, Position: 5598 - 5599, Format: N2.

Variable Label: P1 F02 How far in school 9th grader will go

Variable Description:

- As things stand now, how far in school do you think [he/she] will actually get?

Less than high school

High school diploma or GED

Start but not complete an Associate's degree

Complete an Associate's degree

Start but not complete a Bachelor's degree

Complete a Bachelor's degree

Start but not complete a Master's degree

Complete a Master's degree

Start but not complete a Ph.D., M.D., law degree, or other high level professional degree

Complete a Ph.D., M.D., law degree, or other high level professional degree

Don't know

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Less than high school	53	0.23
2	High school diploma or GED	1,162	4.96
3	Start an Associate's degree	141	0.60
4	Complete an Associate's degree	1,103	4.71
5	Start a Bachelor's degree	124	0.53
6	Complete a Bachelor's degree	4,657	19.89
7	Start a Master's degree	71	0.30
8	Complete a Master's degree	3,172	13.55
9	Start Ph.D./M.D./Law/other prof degree	34	0.15
10	Complete Ph.D./M.D./Law/other prof degree	3,563	15.22
11	Don't know	1,597	6.82
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,111	4.74
TOTALS		23,415	100.00

Variable Name: P1ABLEBA

Record #1, Position: 5600 - 5601, Format: N2.

Variable Label: P1 F03 9th grader has ability to complete a Bachelor's degree

Variable Description:

- Whatever [your 9th-grader]'s plans, do you think [he/she] has the ability to complete a Bachelor's degree? Would you say...  
definitely  
probably  
probably not or  
definitely not?

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Definitely	12,145	51.87
2	Probably	2,792	11.92
3	Probably not	434	1.85
4	Definitely not	79	0.34
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,338	5.71
TOTALS		23,415	100.00

Variable Name: P1ADMITREQ

Record #1, Position: 5602 - 5603, Format: N2.

Variable Label: P1 F04 Family talked w/ counselor/teacher about postsec admission requirements

Variable Description:

- Have you or anyone in your family talked with a counselor or teacher about the academic requirements for admission to a college or a technical institute after high school?  
Yes  
No

Code	Value Label	Frequency	Percentage
0	No	8,685	37.09

1	Yes	6,780	28.96
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,323	5.65
TOTALS		23,415	100.00

Variable Name: P1TYPEPS

Record #1, Position: 5604 - 5605, Format: N2.

Variable Label: P1 F05 Type of postsecondary institution 9th grader will attend first

Variable Description:

- Do you think [your 9th-grader] will start [his/her] college education at...
- a technical institute
- a community college or other Associate's granting school besides a technical institute
- a Bachelor's granting 4-year college or
- you have not thought about this yet?

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	A technical institute	605	2.58
2	Community college/other Associate's	2,754	11.76
3	A Bachelor's granting 4-year college	8,176	34.92
4	Have not thought about this yet	2,845	12.15
-7	Item legitimate skip/NA	1,215	5.19
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,193	5.10
TOTALS		23,415	100.00

Variable Name: P1START

Record #1, Position: 5606 - 5607, Format: N2.

Variable Label: P1 F06 When 9th grader will start education after high school

Variable Description:

- When do you think [he/she] will start [his/her] education after high school?
- Within 3 months after completing high school
- Within 6 months after completing high school
- Within one year after completing high school
- More than one year after completing high school

Note: Question wording was customized in the survey instrument based on the sample member's gender.

Code	Value Label	Frequency	Percentage
1	Within 3 months after completing HS	12,120	51.76
2	Within 6 months after completing HS	1,401	5.98
3	Within one year after completing HS	643	2.75
4	More than one year after completing HS	145	0.62
-7	Item legitimate skip/NA	1,215	5.19
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,264	5.40
TOTALS		23,415	100.00

Variable Name: P1PUBPRV

Record #1, Position: 5608 - 5609, Format: N2.

Variable Label: P1 F07 9th grader is more likely to go to public or private college

Variable Description:

- Would you say [he/she] is more likely to attend a public or private 4-year college, or have you not thought about this yet?
- Public
- Private



Haven't thought about this yet

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	4,174	17.83
2	Private	1,563	6.68
3	Haven't thought about this yet	2,216	9.46
-7	Item legitimate skip/NA	7,457	31.85
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,378	5.89
TOTALS		23,415	100.00

Variable Name: P1INOUTST

Record #1, Position: 5610 - 5611, Format: N2.

Variable Label: P1 F08 9th grader is more likely to go to public in-state/out-of-state college

Variable Description:

- Is [he/she] more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

In-state

Out-of-state

Haven't thought about this yet

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-state	3,107	13.27
2	Out-of-state	664	2.84
3	Haven't thought about this yet	379	1.62
-7	Item legitimate skip/NA	11,236	47.99
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,402	5.99
TOTALS		23,415	100.00

Variable Name: P1TUITION

Record #1, Position: 5612 - 5613, Format: N2.

Variable Label: P1 F09 Has information on tuition and mandatory fees at specific college

Variable Description:

- Have you gotten information about the cost of tuition and mandatory fees at a specific [in-state public/out-of-state public/private] college?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent indicated that their 9th-grader was more likely to attend an in-state public, out-of-state public, or private college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,535	10.83
1	Yes	2,794	11.93
-7	Item legitimate skip/NA	10,052	42.93
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,407	6.01
TOTALS		23,415	100.00

Variable Name: P1COSTIN

Record #1, Position: 5614 - 5619, Format: N6.

Variable Label: P1 F10 Cost of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that public 4-year college in your state?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	2000 - 50000	1,427	6.09
-7	Item legitimate skip/NA	13,831	59.07
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,530	6.53
TOTALS		23,415	100.00

Variable Name: P1FEEIN

Record #1, Position: 5620 - 5621, Format: N2.

Variable Label: P1 F11 Tuition/fees at public in-state 4-year college includes room and board

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Tuition and mandatory fees only	745	3.18
2	Tuition, mandatory fees, and other fees	666	2.84
-7	Item legitimate skip/NA	13,831	59.07
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,546	6.60
TOTALS		23,415	100.00

Variable Name: P1COSTPRV

Record #1, Position: 5622 - 5627, Format: N6.

Variable Label: P1 F12 Cost of tuition and mandatory fees at private 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that private 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1FEEPRV

Record #1, Position: 5628 - 5629, Format: N2.

Variable Label: P1 F13 What does tuition/fees at private college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Tuition and mandatory fees only	536	2.29
2	Tuition, mandatory fees, and other fees	337	1.44
-7	Item legitimate skip/NA	14,464	61.77
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,451	6.20
TOTALS		23,415	100.00

Variable Name: P1COSTOUT

Record #1, Position: 5630 - 5635, Format: N6.

Variable Label: P1 F14 Cost of tuition/fees at public out-of-state 4-year college

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the cost of one year's tuition and mandatory fees at that out-of-state public 4-year college?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1FEEOUT

Record #1, Position: 5636 - 5637, Format: N2.

Variable Label: P1 F15 What does tuition/fees at public out-of-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	157	0.67
2	Tuition, mandatory fees, and other fees	98	0.42
-7	Item legitimate skip/NA	15,088	64.44
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,445	6.17
TOTALS		23,415	100.00

Variable Name: P1ESTIN

Record #1, Position: 5638 - 5643, Format: N6.

Variable Label: P1 F16 Estimate of tuition and mandatory fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state?

Include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

Code	Value Label	Frequency	Percentage
C	2000 - 50000	11,019	47.06
-7	Item legitimate skip/NA	1,551	6.62
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4,218	18.01
TOTALS		23,415	100.00

Variable Name: P1ESTFEE

Record #1, Position: 5644 - 5645, Format: N2.

Variable Label: P1 F17 What does estimated cost of public in-state 4-year college include

Variable Description:

- Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

Tuition and mandatory fees only

Tuition, mandatory fees, and other fees

Code	Value Label	Frequency	Percentage
1	Tuition and mandatory fees only	7,689	32.84
2	Tuition, mandatory fees, and other fees	3,212	13.72

-7	Item legitimate skip/NA	1,551	6.62
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4,336	18.52
TOTALS		23,415	100.00

Variable Name: P1ESTCONF

Record #1, Position: 5646 - 5647, Format: N2.

Variable Label: P1 F18 Confidence in estimate of cost for public in-state 4-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state? Would you say...

very confident  
somewhat confident, or  
not at all confident?

Code	Value Label	Frequency	Percentage
1	Very confident	1,551	6.62
2	Somewhat confident	6,170	26.35
3	Not at all confident	3,270	13.97
-7	Item legitimate skip/NA	1,551	6.62
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	4,246	18.13
TOTALS		23,415	100.00

Variable Name: P1HELPPAY

Record #1, Position: 5648 - 5649, Format: N2.

Variable Label: P1 F19 Family plans to help 9th grader pay for postsecondary education

Variable Description:

- Do you or does anyone in your family plan to help [your 9th-grader] pay for [his/her] education after high school?

Yes

No

You have not thought about this yet

Note: Question wording was customized based on the sample member's gender; question wording was also customized such that the sample member's name appeared in place of "your 9th-grader".

Code	Value Label	Frequency	Percentage
1	Yes	11,613	49.60
2	No	1,124	4.80
3	You have not thought about this yet	1,665	7.11
-7	Item legitimate skip/NA	1,215	5.19
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,171	5.00
TOTALS		23,415	100.00

Variable Name: P1PREPPAY

Record #1, Position: 5650 - 5651, Format: N2.

Variable Label: P1 F20 9th grader's grade when family began financial preparation for education

Variable Description:

- What grade was [he/she] in when you or someone in your family began to financially prepare for [his/her] education after high school? Would you say...

before 1st grade

between the 1st and 6th grades

in the 7th, 8th, or 9th grades, or

you have not begun to prepare?

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Before 1st grade	2,821	12.05
2	Between the 1st and 6th grades	2,999	12.81
3	In the 7th, 8th, or 9th grades	2,133	9.11
4	You have not begun to prepare	3,562	15.21
-7	Item legitimate skip/NA	4,004	17.10
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,269	5.42
TOTALS		23,415	100.00

Variable Name: P1SAVEDPAY

Record #1, Position: 5652 - 5653, Format: N2.

Variable Label: P1 F21 Amount currently set aside for 9th grader's future educational needs

Variable Description:

- About how much money have you set aside for [his/her] future educational needs?

None

\$2,000 or less

\$2,001-\$5,000

\$5,001-\$10,000

\$10,001-\$15,000

\$15,001-\$25,000

\$25,001-\$35,000

\$35,001-\$60,000

More than \$60,000

Note: Question wording was customized in the survey instrument based on the sample member's gender.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	None	412	1.76
2	\$2,000 or less	831	3.55
3	\$2,001-\$5,000	1,268	5.42
4	\$5,001-\$10,000	1,332	5.69
5	\$10,001-\$15,000	880	3.76
6	\$15,001-\$25,000	822	3.51
7	\$25,001-\$35,000	548	2.34
8	\$35,001-\$60,000	579	2.47
9	More than \$60,000	581	2.48
-7	Item legitimate skip/NA	7,566	32.31
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,969	8.41
TOTALS		23,415	100.00

Variable Name: P1ACCTPAY

Record #1, Position: 5654 - 5655, Format: N2.

Variable Label: P1 F22 Family has opened account(s) to save for 9th grader's college education

Variable Description:

- Have you or anyone in your family opened any type of account to save for [your 9th-grader]'s college education, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?

Yes

No

Note: Question wording was customized in the survey instrument such that the sample member's name appeared in place of "your 9th-grader".

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,044	17.27

1	Yes	3,649	15.58
-7	Item legitimate skip/NA	7,566	32.31
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,529	6.53
TOTALS		23,415	100.00

Variable Name: P1QHELP

Record #1, Position: 5656 - 5657, Format: N2.

Variable Label: P1 G01 Respondent received help in completing questionnaire

Variable Description:

- Did anyone help you complete this questionnaire?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	14,359	61.32
1	Yes	918	3.92
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,511	6.45
TOTALS		23,415	100.00

Variable Name: P1QHELP1

Record #1, Position: 5658 - 5659, Format: N2.

Variable Label: P1 G02A 9th grader helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	599	2.56
1	Yes	313	1.34
-7	Item legitimate skip/NA	14,359	61.32
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,517	6.48
TOTALS		23,415	100.00

Variable Name: P1QHELP2

Record #1, Position: 5660 - 5661, Format: N2.

Variable Label: P1 G02B Other family member helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	377	1.61
1	Yes	535	2.28
-7	Item legitimate skip/NA	14,359	61.32
-8	Unit non-response/component not applicable	6,627	28.30

-9	Missing	1,517	6.48
TOTALS		23,415	100.00

Variable Name: P1QHELP3

Record #1, Position: 5662 - 5663, Format: N2.

Variable Label: P1 G02C Respondent's friend helped respondent complete questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P1QHELP4

Record #1, Position: 5664 - 5665, Format: N2.

Variable Label: P1 G02D Someone else helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Your 9th grader]

Another family member

One of your friends

Another person

Code	Value Label	Frequency	Percentage
0	No	786	3.36
1	Yes	126	0.54
-7	Item legitimate skip/NA	14,359	61.32
-8	Unit non-response/component not applicable	6,627	28.30
-9	Missing	1,517	6.48
TOTALS		23,415	100.00

Variable Name: P2HHTIME

Record #1, Position: 5666 - 5667, Format: N2.

Variable Label: P2 A02 How much of the time teenager lives with respondent

Variable Description:

- How much of the time does [Teenager] live with you?

1=All of the time

2=More than half of the time

3=Half of the time

4=Less than half of the time or

5=None of the time

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HHTIME.

Code	Value Label	Frequency	Percentage
1	All of the time	7,368	31.47
2	More than half of the time	283	1.21
3	Half of the time	213	0.91
4	Less than half of the time or	146	0.62
5	None of the time	122	0.52
-4	Item not administered: abbreviated interview	471	2.01

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	18	0.08
TOTALS		23,415	100.00

Variable Name: P2RELSHP

Record #1, Position: 5668 - 5669, Format: N2.

Variable Label: P2 A03 Respondent's relationship to teenager

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your relationship to [Teenager]? Are you [his/her] biological parent, adoptive parent, stepparent, or someone else?

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father

9=Female partner of [Teenager]'s parent or guardian

10=Male partner of [Teenager]'s parent or guardian

11=Grandmother

12=Grandfather

13=Other female relative

14=Other male relative

15=Other female guardian

16=Other male guardian

Note: Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1RELSHP.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SAMER

Record #1, Position: 5670 - 5671, Format: N2.

Variable Label: P2 A04 Same respondent as the base year

Variable Description:

- To help us customize your interview, we would like to know if you are the parent or guardian who completed the HSLS:09 parent interview in [Month and Year of base year interview].

Our records indicate that [base year respondent] completed the interview. Are you [base year respondent]?

1=Yes

0=No

Administered To: Respondents with the same relationship to the teenager as the base year respondent with the exception of biological parents

Programming Note: Values have been filled for items not administered where base year and first followup relationship code patterns indicate the respondent is the same (e.g., both are biological mother) or different (e.g., biological mother and aunt).

Code	Value Label	Frequency	Percentage
0	No	2,638	11.27
1	Yes	5,958	25.45
-4	Item not administered: abbreviated interview	24	0.10
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	1	0.00
TOTALS		23,415	100.00



Variable Name: P2HHPARENT

Record #1, Position: 5672 - 5673, Format: N2.

Variable Label: P2 A05 Teen has parent(s) living in household

Comment: "One parent in household" recoded as "One or two parents in household" on the public use file.

Variable Description:

- Does [Teenager] have biological, adoptive, step- or foster parents who live in your household?

1=Yes, one parent in household

2=Yes, two parents in household

3=No parents in household

Administered To: Non-parent respondents

Crossround Note: This variable is a repeat of the BY variable P1HHPARENT.

Code	Value Label	Frequency	Percentage
2	One or two parents in household	49	0.21
3	No parents in household	224	0.96
-4	Item not administered: abbreviated interview	19	0.08
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	8,324	35.55
-8	Unit non-response	2,515	10.74
-9	Missing	5	0.02
TOTALS		23,415	100.00

Variable Name: P2HHPARREL1

Record #1, Position: 5674 - 5675, Format: N2.

Variable Label: P2 A06A First resident parent's relationship to teenager

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [him/her]?

First Parent

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father

Note: Question wording was customized in the survey instrument such that the language in the brackets depended on whether they were one or two parents in the household (P2HHPARENT). If there was only one parent in the household, P2HHPARREL2 was not displayed.

Administered To: Non-parent respondents who had one or two parents in the household

Crossround Note: This variable is a repeat of the BY variable P1HHPARREL1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HHPARREL2

Record #1, Position: 5676 - 5677, Format: N2.

Variable Label: P2 A06B Second resident parent's relationship to teenager

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [is this parent's relationship/are these parents' relationships] to [him/her]?

Second Parent

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father

Note: Question wording was customized in the survey instrument such that the language in the brackets depended on whether they were one or two parents in the household (P2HHPARENT). If there was only one parent in the household, P2HHPARREL2 was not displayed.

Administered To: Non-parent respondents who had one or two parents in the household

Crossround Note: This variable is a repeat of the BY variable P1HHPARREL2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SPOUSE

Record #1, Position: 5678 - 5679, Format: N2.

Variable Label: P2 A08 Respondent has a spouse/partner who lives in household

Variable Description:

- Do you have a spouse or partner who lives in the same household as you and [Teenager]?

1=Yes, a spouse

2=Yes, a partner

3=No

Note: Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: Parent respondents and non-parent respondents without parents in the household

Crossround Note: This variable is a repeat of the BY variable P1SPOUSE.

Code	Value Label	Frequency	Percentage
1	Spouse	5,980	25.54
2	Partner	403	1.72
3	No	2,178	9.30
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	49	0.21
-8	Unit non-response	2,515	10.74
-9	Missing	11	0.05
TOTALS		23,415	100.00

Variable Name: P2SPSREL

Record #1, Position: 5680 - 5681, Format: N2.

Variable Label: P2 A09 Respondent's spouse/partner's relationship to teenager

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your [spouse/partner]'s relationship to [Teenager]?

1=Biological mother

2=Biological father

3=Adoptive mother

4=Adoptive father

5=Stepmother

6=Stepfather

7=Foster mother

8=Foster father

9=Female partner of [Teenager]'s parent or guardian

10=Male partner of [Teenager]'s parent or guardian

11=Grandmother

12=Grandfather

13=Other female relative

14=Other male relative

15=Other female guardian

16=Other male guardian

Note: If the respondent was the biological parent, the respondent's relationship was not displayed as a response option. If the respondent was a parent or partner of a parent, response options 11-14 were not displayed. If the respondent was a grandparent, relative, or guardian, response options 1-10 were not displayed. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: Respondents with a spouse or partner in the household

Crossround Note: This variable is a repeat of the BY variable P1SPSREL.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SAMESPS

Record #1, Position: 5682 - 5683, Format: N2.

Variable Label: P2 A10 Spouse/partner is same spouse/partner as in BY

Variable Description:

- To help us customize your interview, we would like to know if this is the same [spouse/partner] you reported on in [Month and Year of base year interview]. At that time, you reported that your [spouse/partner] was born in [Birth year of parent 2 in base year]. Is this the same person you are reporting on now?

1=Yes

0=No

Administered To: Respondents who are the same as the base year respondent and have a spouse/partner with the same non-biological relationship to the teenager as the spouse/partner in the base year

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	367	1.57
1	Yes	4,142	17.69
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,103	17.52
-8	Unit non-response	2,515	10.74
-9	Missing	9	0.04
TOTALS		23,415	100.00

Variable Name: P2OTHADULT

Record #1, Position: 5684 - 5685, Format: N2.

Variable Label: P2 A11 Another adult in household who has parental responsibility for teen

Variable Description:

- Besides yourself is there another adult in the household who has parental responsibility for [Teenager] such as a grandparent or another relative?

1=Yes

0=No

Administered To: Parent respondents who have no spouse/partner in the household and non-parent respondents who have neither a spouse/partner nor a parent in the household

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,774	7.58
1	Yes	255	1.09
-4	Item not administered: abbreviated interview	143	0.61
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,432	27.47
-8	Unit non-response	2,515	10.74
-9	Missing	17	0.07
TOTALS		23,415	100.00

Variable Name: P2OTHREL

Record #1, Position: 5686 - 5687, Format: N2.

Variable Label: P2 A12 Other parental adult's relationship to teenager

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is that adult's relationship to [Teenager]? If there is more than one, please answer for the one who is most involved in raising [him/her].

11=Grandmother

12=Grandfather

13=Other female relative

14=Other male relative

15=Other female guardian

16=Other male guardian

Administered To: Respondents who have another adult in the household who has parental responsibility for the teenager besides a spouse/partner or a parent

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2MARSTAT

Record #1, Position: 5688 - 5689, Format: N2.

Variable Label: P2 A13 Parent 1's marital status

Variable Description:

- [What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

1=Married

2=Living in a domestic partnership

3=Divorced

4=Separated

5=Single, never married

6=Widowed

Note: If the respondent was a parent, the question asked about the respondent's marital status; if the respondent was a non-parent and there was one parent in the household, the question asked about parent 1's marital status; and if the respondent was a non-parent and there were two parents in the household, the question asked about the two parents' marital status.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1MARSTAT.

Code	Value Label	Frequency	Percentage
1	Married	5,706	24.37
2	Living in domestic partnership	161	0.69
3	Divorced	1,097	4.69
4	Separated	302	1.29
5	Single, never married	633	2.70
6	Widowed	198	0.85
-4	Item not administered: abbreviated interview	472	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	52	0.22
TOTALS		23,415	100.00

Variable Name: P2HHLT18

Record #1, Position: 5690 - 5691, Format: N2.

Variable Label: P2 A14A Number of household residents less than 18 years of age

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself, your spouse,/, your partner,/, [teenager]'s parent/, [Teenager's] parents/[Teenager]'s [relationship of other adult with parental responsibility to teenager]] and [Teenager]. How many people living in your household are...

under the age of 18?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which adults were in the household.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HHLT18.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HHGE18

Record #1, Position: 5692 - 5693, Format: N2.

Variable Label: P2 A14B Number of household residents 18 years or older

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We would like to know how many people live in your household including yourself[, your spouse./, your partner./, [teenager]'s parent/, [Teenager's] parents/[Teenager]'s [relationship of other adult with parental responsibility to teenager]] and [Teenager].

How many people living in your household are...

18 years of age or older?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which adults were in the household.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HHGE18.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SIBNUM

Record #1, Position: 5694 - 5695, Format: N2.

Variable Label: P2 A15 Number of siblings

Variable Description:

- How many brothers and sisters does [Teenager] have? Include adoptive, half-, and step-siblings, regardless of whether they live in the same household.

(Please enter 0 if none.)

sibling(s)

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 10	8,088	34.54
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	60	0.26
TOTALS		23,415	100.00

Variable Name: P2SIBDROPOUT

Record #1, Position: 5696 - 5697, Format: N2.

Variable Label: P2 A16A Sibling has ever stopped going to school for a month or more

Variable Description:

- [Has this sibling/Have any of these siblings]...

ever stopped going to high school for a period of 4 weeks or more other than for school breaks, illness, injury, or vacation?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,685	28.55
1	Yes	757	3.23
-4	Item not administered: abbreviated interview	473	2.02

-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	149	0.64
TOTALS		23,415	100.00

Variable Name: P2SIBHSDIP

Record #1, Position: 5698 - 5699, Format: N2.

Variable Label: P2 A16B Sibling has earned a high school diploma

Variable Description:

- [Has this sibling/Have any of these siblings]...

earned a high school diploma?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,165	13.52
1	Yes	4,288	18.31
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	138	0.59
TOTALS		23,415	100.00

Variable Name: P2SIBGED

Record #1, Position: 5700 - 5701, Format: N2.

Variable Label: P2 A16C Sibling has earned a GED

Variable Description:

- [Has this sibling/Have any of these siblings]...

earned a GED?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,570	28.06
1	Yes	705	3.01
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	316	1.35
TOTALS		23,415	100.00

Variable Name: P2SIBAPPLYCLG

Record #1, Position: 5702 - 5703, Format: N2.

Variable Label: P2 A16D Sibling has applied to college or school providing occupational training

Variable Description:

- [Has this sibling/Have any of these siblings]...

applied to college or a school that provides occupational training?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,255	18.17
1	Yes	3,149	13.45
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	187	0.80
TOTALS		23,415	100.00

Variable Name: P2SIBAPPLYAID

Record #1, Position: 5704 - 5705, Format: N2.

Variable Label: P2 A16E Sibling has applied for financial aid

Variable Description:

- [Has this sibling/Have any of these siblings]...

applied for financial aid for college or a school that provides occupational training?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,704	20.09
1	Yes	2,649	11.31
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	238	1.02
TOTALS		23,415	100.00

Variable Name: P2SIBSTARTCLG

Record #1, Position: 5706 - 5707, Format: N2.

Variable Label: P2 A16F Sibling has enrolled in college/school providing occupational training

Variable Description:

- [Has this sibling/Have any of these siblings]...

enrolled in a college or a school that provides occupational training?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,494	19.19
1	Yes	2,866	12.24
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74

-9	Missing	231	0.99
TOTALS		23,415	100.00

Variable Name: P2SIBCLGGRAD

Record #1, Position: 5708 - 5709, Format: N2.

Variable Label: P2 A16G Sibling has completed college or school providing occupational training

Variable Description:

- [Has this sibling/Have any of these siblings]...

completed education at a college or a school that provides occupational training?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

Code	Value Label	Frequency	Percentage
0	No	6,092	26.02
1	Yes	1,261	5.39
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	238	1.02
TOTALS		23,415	100.00

Variable Name: P2SIBENLIST

Record #1, Position: 5710 - 5711, Format: N2.

Variable Label: P2 A16H Sibling has enlisted in the military

Variable Description:

- [Has this sibling/Have any of these siblings]...

enlisted in the military?

1=Yes

0=No

Note: Question wording was customized in the survey instrument based on whether the teenager has one or more siblings.

Administered To: Respondents whose teenager had at least one sibling

Code	Value Label	Frequency	Percentage
0	No	6,914	29.53
1	Yes	473	2.02
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	557	2.38
-8	Unit non-response	2,515	10.74
-9	Missing	204	0.87
TOTALS		23,415	100.00

Variable Name: P2PARLOSTJOB

Record #1, Position: 5712 - 5713, Format: N2.

Variable Label: P2 A17A Teenager's parent/guardian has lost job since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

One of [Teenager]'s parents or guardians lost a job.

1=Yes

0=No

Administered To: All respondents



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,013	25.68
1	Yes	2,066	8.82
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: P2FORECLOSED

Record #1, Position: 5714 - 5715, Format: N2.

Variable Label: P2 A17B Teenager's family's home was foreclosed since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

[Teenager]'s family's home was foreclosed.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,663	32.73
1	Yes	397	1.70
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	88	0.38
TOTALS		23,415	100.00

Variable Name: P2PARDIVORCE

Record #1, Position: 5716 - 5717, Format: N2.

Variable Label: P2 A17C Teenager's parents/guardians divorced/separated since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

[Teenager]'s parents or guardians separated or divorced.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,089	30.28
1	Yes	974	4.16
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	85	0.36
TOTALS		23,415	100.00

Variable Name: P2PARHEALTH

Record #1, Position: 5718 - 5719, Format: N2.

Variable Label: P2 A17D Teen's parent/guardian had serious health issue/injury since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

One of [Teenager]'s parents or guardians had serious health problems or was seriously injured.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,803	29.05
1	Yes	1,256	5.36
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	89	0.38
TOTALS		23,415	100.00

Variable Name: P2PARDIED

Record #1, Position: 5720 - 5721, Format: N2.

Variable Label: P2 A17E Teenager's parent/guardian died since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

One of [Teenager]'s parents or guardians died.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,842	33.49
1	Yes	219	0.94
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	87	0.37
TOTALS		23,415	100.00

Variable Name: P2TEENHEALTH

Record #1, Position: 5722 - 5723, Format: N2.

Variable Label: P2 A17F Teenager had serious health issue/injury since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

[Teenager] had serious health problems or was seriously injured.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,627	32.57
1	Yes	450	1.92
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	71	0.30
TOTALS		23,415	100.00

Variable Name: P2TEENCHILD

Record #1, Position: 5724 - 5725, Format: N2.

Variable Label: P2 A17G Teenager had a child since fall 2009

Variable Description:

- Since the fall of 2009, which of the following events, if any, occurred in your family?

[Teenager] had a child.

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,933	33.88
1	Yes	133	0.57
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	82	0.35
TOTALS		23,415	100.00

Variable Name: P2REPEATGK

Record #1, Position: 5726 - 5727, Format: N2.

Variable Label: P2 B01A Teenager repeated kindergarten

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

Kindergarten

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the kindergarten response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATGK.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,138	34.76
1	Yes	200	0.85
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG1

Record #1, Position: 5728 - 5729, Format: N2.

Variable Label: P2 B01B Teenager repeated 1st grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

1st grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the first grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,085	34.53
1	Yes	253	1.08
-4	Item not administered: abbreviated interview	240	1.02

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG2

Record #1, Position: 5730 - 5731, Format: N2.

Variable Label: P2 B01C Teenager repeated 2nd grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

2nd grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the second grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG2.

Code	Value Label	Frequency	Percentage
0	No	8,213	35.08
1	Yes	125	0.53
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG3

Record #1, Position: 5732 - 5733, Format: N2.

Variable Label: P2 B01D Teenager repeated 3rd grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

3rd grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the third grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG3.

Code	Value Label	Frequency	Percentage
0	No	8,208	35.05
1	Yes	130	0.56
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG4

Record #1, Position: 5734 - 5735, Format: N2.

Variable Label: P2 B01E Teenager repeated 4th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

4th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the fourth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG4.

Code	Value Label	Frequency	Percentage
0	No	8,278	35.35
1	Yes	60	0.26
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG5

Record #1, Position: 5736 - 5737, Format: N2.

Variable Label: P2 B01F Teenager repeated 5th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

5th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the fifth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG5.

Code	Value Label	Frequency	Percentage
0	No	8,273	35.33
1	Yes	65	0.28
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG6

Record #1, Position: 5738 - 5739, Format: N2.

Variable Label: P2 B01G Teenager repeated 6th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

6th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the sixth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG6.

Code	Value Label	Frequency	Percentage
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0	No	8,292	35.41
1	Yes	46	0.20
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG7

Record #1, Position: 5740 - 5741, Format: N2.

Variable Label: P2 B01H Teenager repeated 7th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

7th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the seventh grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG7.

Code	Value Label	Frequency	Percentage
0	No	8,283	35.37
1	Yes	55	0.23
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG8

Record #1, Position: 5742 - 5743, Format: N2.

Variable Label: P2 B01I Teenager repeated 8th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

8th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the eighth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG8.

Code	Value Label	Frequency	Percentage
0	No	8,296	35.43
1	Yes	42	0.18
-4	Item not administered: abbreviated interview	240	1.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	43	0.18
TOTALS		23,415	100.00

Variable Name: P2REPEATG9

Record #1, Position: 5744 - 5745, Format: N2.

Variable Label: P2 B01J Teenager repeated 9th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

9th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Programming Note: Values have been filled with the ninth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1REPEATG9.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,850	33.53
1	Yes	239	1.02
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	59	0.25
TOTALS		23,415	100.00

Variable Name: P2REPEATG10

Record #1, Position: 5746 - 5747, Format: N2.

Variable Label: P2 B01K Teenager repeated 10th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

10th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,875	33.63
1	Yes	214	0.91
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	59	0.25
TOTALS		23,415	100.00

Variable Name: P2REPEATG11

Record #1, Position: 5748 - 5749, Format: N2.

Variable Label: P2 B01L Teenager repeated 11th grade

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

11th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	7,974	34.06
1	Yes	115	0.49
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	59	0.25
TOTALS		23,415	100.00

Variable Name: P2REPEATNONE

Record #1, Position: 5750 - 5751, Format: N2.

Variable Label: P2 B01M Teenager has not repeated any grades

Variable Description:

- What [high school] grades, if any, has [Teenager] repeated [since the fall of 2009]?

None of these grades

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	1,260	5.38
1	Yes	6,877	29.37
-4	Item not administered: abbreviated interview	436	1.86
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	48	0.20
TOTALS		23,415	100.00

Variable Name: P2SKIPGK

Record #1, Position: 5752 - 5753, Format: N2.

Variable Label: P2 B02A Teenager skipped kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

Kindergarten

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the kindergarten response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPGK.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG1

Record #1, Position: 5754 - 5755, Format: N2.

Variable Label: P2 B02B Teenager skipped 1st grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

1st grade

0=No



1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the first grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG2

Record #1, Position: 5756 - 5757, Format: N2.

Variable Label: P2 B02C Teenager skipped 2nd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

2nd grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the second grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG3

Record #1, Position: 5758 - 5759, Format: N2.

Variable Label: P2 B02D Teenager skipped 3rd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

3rd grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the third grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG3.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG4

Record #1, Position: 5760 - 5761, Format: N2.

Variable Label: P2 B02E Teenager skipped 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

4th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the fourth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG4.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG5

Record #1, Position: 5762 - 5763, Format: N2.

Variable Label: P2 B02F Teenager skipped 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

5th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the fifth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG5.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG6

Record #1, Position: 5764 - 5765, Format: N2.

Variable Label: P2 B02G Teenager skipped 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

6th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the sixth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG6.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG7

Record #1, Position: 5766 - 5767, Format: N2.

Variable Label: P2 B02H Teenager skipped 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

7th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the seventh grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG7.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG8

Record #1, Position: 5768 - 5769, Format: N2.

Variable Label: P2 B02I Teenager skipped 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

8th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Programming Note: Values have been filled with the eighth grade response from the base year parent interview.

Crossround Note: This variable is a repeat of the BY variable P1SKIPG8.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG10

Record #1, Position: 5770 - 5771, Format: N2.

Variable Label: P2 B02K Teenager skipped 10th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

10th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPG11

Record #1, Position: 5772 - 5773, Format: N2.

Variable Label: P2 B02L Teenager skipped 11th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

11th grade

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SKIPNONE

Record #1, Position: 5774 - 5775, Format: N2.

Variable Label: P2 B02M Teenager has not skipped any grades

Variable Description:

- What [high school] grades, if any, has [Teenager] skipped [since the fall of 2009]?

None of these grades

0=No

1=Yes

Note: Question wording and item display was customized in the survey instrument. If the base year parent interview was completed, "high school" and "since the fall of 2009" were displayed and the Kindergarten through 8th grade items were not. 9th grade was not available for selection by respondents.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	197	0.84
1	Yes	7,840	33.48
-4	Item not administered: abbreviated interview	472	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	112	0.48
TOTALS		23,415	100.00

Variable Name: P2ENROLLHS12

Record #1, Position: 5776 - 5777, Format: N2.

Variable Label: P2 B03 Teenager's high school enrollment status end of spring 2012 term

Variable Description:

- [Is [Teenager] currently/At the end of the spring 2012 term, was [Teenager]] attending high school, not attending high school, or being homeschooled? If [he/she] [is/was] out for school break, illness, injury, or vacation, please consider [him/her] as attending school.

1=Attending high school

2=Not attending high school

3=Being homeschooled

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26).

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Attending high school	7,723	32.98
2	Not attending high school	291	1.24
3	Being homeschooled	100	0.43
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	34	0.15
TOTALS		23,415	100.00

Variable Name: P2HSDIPGED

Record #1, Position: 5778 - 5779, Format: N2.

Variable Label: P2 B04 Teenager has earned a high school credential

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [At the end of the spring 2012 term, had/Has] [he/she] earned a regular high school diploma, GED, or alternative high school credential?

1=Yes, a regular diploma

2=Yes, a GED or alternative high school credential

3=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26).

Administered To: Respondents with teenagers that were not attending high school

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SUSPEND

Record #1, Position: 5780 - 5781, Format: N2.

Variable Label: P2 B05 Whether teenager has ever been suspended or expelled

Variable Description:

- [Since the fall of 2009, has/Has] [he/she] been suspended or expelled from school? Please include in-school and out-of-school suspensions, but do not count detentions.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether or not the base year parent interview was completed.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1SUSPEND.

Code	Value Label	Frequency	Percentage
0	No	7,025	30.00
1	Yes	1,074	4.59
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: P2DROPOUTHS

Record #1, Position: 5782 - 5783, Format: N2.

Variable Label: P2 B06 Teenager stopped going to high school for 4 weeks/more since fall 2009

Variable Description:

- [At any time since the fall of 2009, has [Teenager]/Prior to the date [Teenager] last attended high school, had [he/she] ever/Before [Teenager] began homeschooling, had [he/she] ever] stopped going to high school for a period of 4 weeks or more? Do not include school breaks, illness, injury, or vacation. Do include school expulsions or out-of-school suspensions lasting a month or more.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	7,173	30.63
1	Yes	346	1.48
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44

-8	Unit non-response	2,515	10.74
-9	Missing	629	2.69
TOTALS		23,415	100.00

Variable Name: P2SPECIALED

Record #1, Position: 5784 - 5785, Format: N2.

Variable Label: P2 B07 Teen receiving special ed services spring 2012 term/when last attended

Variable Description:

- [Does [teenager] currently/At the end of the spring term of 2012, did [Teenager]/When [Teenager] was last enrolled in school, did [he/she]] receive special education services? Students receiving these services often have an Individualized Education Plan or Program (IEP).

1=Yes

2=No

3=Don't know

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26) and the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1SPECIALED.

Code	Value Label	Frequency	Percentage
1	Yes	780	3.33
2	No	7,044	30.08
3	Don't know	297	1.27
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: P2HWOFTEN

Record #1, Position: 5786 - 5787, Format: N2.

Variable Label: P2 B08 How often helped teenager with homework

Variable Description:

- [During the 2011-2012 school year/When [Teenager] was last enrolled in school], about how many days in an average week [have/did] you [discussed/discuss] homework with [Teenager]? Would you say...

1=never

2=less than once a week

3=1 or 2 days a week

4=3 or 4 days a week, or

5=5 or more days a week?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26) and the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HWOFTEN.

Code	Value Label	Frequency	Percentage
1	Never	429	1.83
2	Less than once a week	651	2.78
3	1 or 2 days a week	2,127	9.08
4	3 or 4 days a week	2,469	10.54
5	5 or more days a week	2,433	10.39
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	39	0.17

TOTALS		23,415	100.00
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Variable Name: P2MTHWEFF

Record #1, Position: 5788 - 5789, Format: N2.

Variable Label: P2 B09A Confidence in helping with math homework 2011-2012/when last enrolled

Variable Description:

- [When [Teenager] was last enrolled in school, how/During the 2011-2012 school year, how/How] confident [do/did] you feel about your ability to help [Teenager] with the homework [he/she] [has this school year/had] in each of the following subjects?

Math

1=Very confident

2=Somewhat confident

3=Not at all confident

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26) and the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1MTHWEFF.

Code	Value Label	Frequency	Percentage
1	Very confident	1,832	7.82
2	Somewhat confident	3,060	13.07
3	Not at all confident	3,184	13.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: P2SCIHWEFF

Record #1, Position: 5790 - 5791, Format: N2.

Variable Label: P2 B09B Confidence in helping with science homework 2011-2012/when last enrolled

Variable Description:

- [When [Teenager] was last enrolled in school, how/During the 2011-2012 school year, how/How] confident [do/did] you feel about your ability to help [Teenager] with the homework [he/she] [has this school year/had] in each of the following subjects?

Science

1=Very confident

2=Somewhat confident

3=Not at all confident

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26) and the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1SCIHWEFF.

Code	Value Label	Frequency	Percentage
1	Very confident	2,264	9.67
2	Somewhat confident	3,864	16.50
3	Not at all confident	1,919	8.20
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	101	0.43
TOTALS		23,415	100.00

Variable Name: P2ENGHWEFF

Record #1, Position: 5792 - 5793, Format: N2.

Variable Label: P2 B09C Confidence in helping with English homework 2011-2012/when last enrolled

Variable Description:

- [When [Teenager] was last enrolled in school, how/During the 2011-2012 school year, how/How] confident [do/did] you feel about your ability to help [Teenager] with the homework [he/she] [has this school year/had] in each of the following subjects?

English or language arts

1=Very confident

2=Somewhat confident

3=Not at all confident

Note: Question wording was customized in the survey instrument such that the language in brackets depended on when the interview was administered (before or after May 26) and the enrollment status of the teenager as reported in P2ENROLLHS12.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1ENGHWEFF.

Code	Value Label	Frequency	Percentage
1	Very confident	3,598	15.37
2	Somewhat confident	3,271	13.97
3	Not at all confident	1,174	5.01
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	105	0.45
TOTALS		23,415	100.00

Variable Name: P2MUSEUM

Record #1, Position: 5794 - 5795, Format: N2.

Variable Label: P2 B10A Visited science-related destination together in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Visited a science-related destination, such as a zoo, planetarium, or natural history museum

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1MUSEUM.

Code	Value Label	Frequency	Percentage
0	No	4,837	20.66
1	Yes	3,248	13.87
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	63	0.27
TOTALS		23,415	100.00

Variable Name: P2COMPUTER

Record #1, Position: 5796 - 5797, Format: N2.

Variable Label: P2 B10B Worked or played on computer with teenager in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Worked or played on a computer together

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1COMPUTER.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,651	7.05
1	Yes	6,451	27.55
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	46	0.20
TOTALS		23,415	100.00

Variable Name: P2FIXED

Record #1, Position: 5798 - 5799, Format: N2.

Variable Label: P2 B10C Built or fixed something with teenager in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Built or fixed something such as a vehicle or appliance

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1FIXED.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,939	16.82
1	Yes	4,141	17.69
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	68	0.29
TOTALS		23,415	100.00

Variable Name: P2SCIPROJ

Record #1, Position: 5800 - 5801, Format: N2.

Variable Label: P2 B10D Helped teenager with a school science fair project in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Helped [Teenager] with a school science fair project

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1SCIPROJ.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,617	23.99
1	Yes	2,458	10.50
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	73	0.31

TOTALS		23,415	100.00
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Variable Name: P2STEMDISC

Record #1, Position: 5802 - 5803, Format: N2.

Variable Label: P2 B10E Discussed STEM program or article with teenager in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Discussed a program or article about science, technology, engineering, or math

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1STEMDISC.

Code	Value Label	Frequency	Percentage
0	No	2,491	10.64
1	Yes	5,592	23.88
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	65	0.28
TOTALS		23,415	100.00

Variable Name: P2LIBRARY

Record #1, Position: 5804 - 5805, Format: N2.

Variable Label: P2 B10F Visited a library with teenager in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Visited a library

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1LIBRARY.

Code	Value Label	Frequency	Percentage
0	No	3,918	16.73
1	Yes	4,175	17.83
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	55	0.23
TOTALS		23,415	100.00

Variable Name: P2SHOW

Record #1, Position: 5806 - 5807, Format: N2.

Variable Label: P2 B10G Went to a play, concert, or live show with teenager in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Gone to a play, concert, or other live show

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.  
 Administered To: All respondents  
 Crossround Note: This variable is a repeat of the BY variable P1SHOW.

Code	Value Label	Frequency	Percentage
0	No	3,309	14.13
1	Yes	4,780	20.41
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	59	0.25
TOTALS		23,415	100.00

Variable Name: P2ARTEXHIBIT

Record #1, Position: 5808 - 5809, Format: N2.

Variable Label: P2 B10H Went to an art museum or exhibit together in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Gone to an art museum or exhibit

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.  
 Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	5,630	24.04
1	Yes	2,446	10.45
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: P2NATLPARK

Record #1, Position: 5810 - 5811, Format: N2.

Variable Label: P2 B10I Visited a national or state park together in last year

Variable Description:

- During the last 12 months, which of the following activities have you [or [your spouse/your partner/parent 2] ]done with [Teenager]?

Visited a national or state park

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on who was parent 2: the respondent's spouse or partner, a parent in a non-parent respondent household, or another adult with parental responsibility.  
 Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	3,383	14.45
1	Yes	4,700	20.07
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74

-9	Missing	65	0.28
TOTALS		23,415	100.00

Variable Name: P2RELIGGRP

Record #1, Position: 5812 - 5813, Format: N2.

Variable Label: P2 B11 Participated in religious group outside of school in last year

Variable Description:

- During the last 12 months, has [Teenager] participated in a religious youth group or received religious instruction outside of school?

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1RELIGGRP.

Code	Value Label	Frequency	Percentage
0	No	3,415	14.58
1	Yes	4,673	19.96
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	60	0.26
TOTALS		23,415	100.00

Variable Name: P2GOODJOB

Record #1, Position: 5814 - 5815, Format: N2.

Variable Label: P2 B12A Studying in high school rarely pays off later with good jobs

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in high school rarely pays off later with good jobs.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Strongly Agree	1,353	5.78
2	Agree	1,094	4.67
3	Disagree	1,850	7.90
4	Strongly Disagree	3,778	16.13
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	73	0.31
TOTALS		23,415	100.00

Variable Name: P2DROPOUTOK

Record #1, Position: 5816 - 5817, Format: N2.

Variable Label: P2 B12B People can do okay even if they drop out of high school

Variable Description:

- How much do you agree or disagree with the following statements?

People can do okay even if they drop out of high school.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	148	0.63
2	Agree	1,310	5.59
3	Disagree	2,861	12.22
4	Strongly Disagree	3,740	15.97
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	89	0.38
TOTALS		23,415	100.00

Variable Name: P2BADGRADES

Record #1, Position: 5818 - 5819, Format: N2.

Variable Label: P2 B12C Students with bad grades often get good jobs after high school

Variable Description:

- How much do you agree or disagree with the following statements?

Students with bad grades often get good jobs after high school.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	110	0.47
2	Agree	845	3.61
3	Disagree	3,940	16.83
4	Strongly Disagree	3,127	13.35
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	126	0.54
TOTALS		23,415	100.00

Variable Name: P2SCHWASTE

Record #1, Position: 5820 - 5821, Format: N2.

Variable Label: P2 B12D High school often is a waste of time

Variable Description:

- How much do you agree or disagree with the following statements?

High school often is a waste of time.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	55	0.23
2	Agree	139	0.59
3	Disagree	2,416	10.32
4	Strongly Disagree	5,446	23.26

-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: P2SCHOLARSHIP

Record #1, Position: 5822 - 5823, Format: N2.

Variable Label: P2 B12E Studying in high school pays off with scholarships for college

Variable Description:

- How much do you agree or disagree with the following statements?

Studying in high school pays off with scholarships for college.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	4,127	17.63
2	Agree	3,390	14.48
3	Disagree	355	1.52
4	Strongly Disagree	186	0.79
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	90	0.38
TOTALS		23,415	100.00

Variable Name: P2CANTAFFORD

Record #1, Position: 5824 - 5825, Format: N2.

Variable Label: P2 B13A Even if teen gets accepted to college, cannot afford to send him/her

Variable Description:

- How much do you agree or disagree with the following statements?

Even if [Teenager] gets accepted to college, [his/her] family cannot afford to send [him/her].

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	1,197	5.11
2	Agree	2,370	10.12
3	Disagree	2,950	12.60
4	Strongly Disagree	1,463	6.25
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	168	0.72
TOTALS		23,415	100.00

Variable Name: P2GETINTOCLG

Record #1, Position: 5826 - 5827, Format: N2.

Variable Label: P2 B13B Regardless of grades, teen will get into some kind of school or college

Variable Description:

- How much do you agree or disagree with the following statements?

Regardless of [his/her] grades, [Teenager] will be able to get into some kind of school or college.

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly Agree	2,095	8.95
2	Agree	4,045	17.28
3	Disagree	1,510	6.45
4	Strongly Disagree	361	1.54
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	137	0.59
TOTALS		23,415	100.00

Variable Name: P2DISCCOURSES

Record #1, Position: 5828 - 5829, Format: N2.

Variable Label: P2 B14A How often discussed selecting courses or programs at school

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Selecting courses or programs at school

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	349	1.49
2	Once or twice	1,869	7.98
3	Three or four times	2,133	9.11
4	More than four times	3,728	15.92
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: P2DISCCLGEXAM

Record #1, Position: 5830 - 5831, Format: N2.

Variable Label: P2 B14B How often discussed preparing for college entrance exams

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Preparing for college entrance exams such as ACT, SAT, or ASVAB

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	886	3.78
2	Once or twice	1,801	7.69
3	Three or four times	1,756	7.50
4	More than four times	3,611	15.42
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: P2DISCCLGAPP

Record #1, Position: 5832 - 5833, Format: N2.

Variable Label: P2 B14C How often discussed applying to college/other schools after high school

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Applying to college or other schools after high school

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	793	3.39
2	Once or twice	1,360	5.81
3	Three or four times	1,596	6.82
4	More than four times	4,303	18.38
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	96	0.41
TOTALS		23,415	100.00

Variable Name: P2DISCCAREER

Record #1, Position: 5834 - 5835, Format: N2.

Variable Label: P2 B14D How often discussed careers he/she might be interested in

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Careers [he/she] might be interested in

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	169	0.72
2	Once or twice	875	3.74
3	Three or four times	1,656	7.07
4	More than four times	5,357	22.88
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44



-8	Unit non-response	2,515	10.74
-9	Missing	91	0.39
TOTALS		23,415	100.00

Variable Name: P2DISCJOBS

Record #1, Position: 5836 - 5837, Format: N2.

Variable Label: P2 B14E How often discussed job that he/she might want to take after high school

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Jobs that [he/she] might want to take after high school

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	544	2.32
2	Once or twice	1,292	5.52
3	Three or four times	1,703	7.27
4	More than four times	4,503	19.23
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	106	0.45
TOTALS		23,415	100.00

Variable Name: P2DISCEVENTS

Record #1, Position: 5838 - 5839, Format: N2.

Variable Label: P2 B14F How often discussed community/national/world events

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Community, national, and world events

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Never	872	3.72
2	Once or twice	1,575	6.73
3	Three or four times	1,494	6.38
4	More than four times	4,105	17.53
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	102	0.44
TOTALS		23,415	100.00

Variable Name: P2DISCTROUBLE

Record #1, Position: 5840 - 5841, Format: N2.

Variable Label: P2 B14G How often discussed things that were troubling him/her

Variable Description:

- Since the start of the 2011-2012 school year, about how often have you discussed the following with [Teenager]?

Things that are troubling [him/her]

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Never	316	1.35
2	Once or twice	893	3.81
3	Three or four times	1,316	5.62
4	More than four times	5,532	23.63
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	91	0.39
TOTALS		23,415	100.00

Variable Name: P2CONTACTSCH

Record #1, Position: 5842 - 5843, Format: N2.

Variable Label: P2 B15 How often contacted teen's school since start of 2011-2012 school year

Variable Description:

- Since the start of the 2011-2012 school year, how often have you contacted [Teenager]'s school for any reason?

1=Never

2=Once or twice

3=Three or four times

4=More than four times

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Never	1,247	5.33
2	Once or twice	2,660	11.36
3	Three or four times	1,697	7.25
4	More than four times	2,483	10.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	61	0.26
TOTALS		23,415	100.00

Variable Name: P2JOBFAIR

Record #1, Position: 5844 - 5845, Format: N2.

Variable Label: P2 C01A Has attended career day or job fair with teenager

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Attended a career day or job fair with [Teenager]

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	5,828	24.89
1	Yes	2,227	9.51

-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	93	0.40
TOTALS		23,415	100.00

Variable Name: P2CLGTOUR

Record #1, Position: 5846 - 5847, Format: N2.

Variable Label: P2 C01B Has arranged for teen to attend program/take tour of college campus

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Arranged for [Teenager] to attend a program at, or take a tour of a college campus

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	4,123	17.61
1	Yes	3,926	16.77
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	99	0.42
TOTALS		23,415	100.00

Variable Name: P2CLGCLASS

Record #1, Position: 5848 - 5849, Format: N2.

Variable Label: P2 C01C Has arranged for teenager to sit in on or take a college class

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Arranged for [Teenager] to sit in on or take a college class

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	5,801	24.77
1	Yes	2,239	9.56
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	108	0.46
TOTALS		23,415	100.00

Variable Name: P2INTERN

Record #1, Position: 5850 - 5851, Format: N2.

Variable Label: P2 C01D Has arranged for teenager to participate in an internship or apprenticeship

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Arranged for [Teenager] to participate in an internship or apprenticeship related to [his/her] career goals

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
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0	No	6,217	26.55
1	Yes	1,822	7.78
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	109	0.47
TOTALS		23,415	100.00

Variable Name: P2CAREERJOB

Record #1, Position: 5852 - 5853, Format: N2.

Variable Label: P2 C01E Has arranged for teenager to perform work in job related to career

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Arranged for [Teenager] to work or volunteer in a job related to [his/her] career goals

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,110	21.82
1	Yes	2,929	12.51
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	109	0.47
TOTALS		23,415	100.00

Variable Name: P2CLGSEARCH

Record #1, Position: 5854 - 5855, Format: N2.

Variable Label: P2 C01F Has searched Internet for college options or read college guides

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Searched the Internet for college options or read college guides

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,352	10.04
1	Yes	5,689	24.30
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	107	0.46
TOTALS		23,415	100.00

Variable Name: P2TALKHSCNSL

Record #1, Position: 5856 - 5857, Format: N2.

Variable Label: P2 C01G Has talked with school counselor about options for after high school

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Talked with a high school counselor about [his/her] options for life after high school

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,904	16.67
1	Yes	4,129	17.63
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	115	0.49
TOTALS		23,415	100.00

Variable Name: P2TALKCLGCNSL

Record #1, Position: 5858 - 5859, Format: N2.

Variable Label: P2 C01H Has talked with counselor hired to help prepare for college admission

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Talked about [his/her] options with a counselor hired by your family to help [Teenager] prepare for college admission

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,807	29.07
1	Yes	1,223	5.22
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	118	0.50
TOTALS		23,415	100.00

Variable Name: P2CLGEXAMPREP

Record #1, Position: 5860 - 5861, Format: N2.

Variable Label: P2 C01I Has arranged for teen to take college admission exam preparation course

Variable Description:

- Have you done any of the following activities to help [Teenager] prepare for life after high school?

Arranged for [Teenager] to take a course to prepare for a college admission exam such as SAT or ACT

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,173	17.82
1	Yes	3,858	16.48
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	117	0.50
TOTALS		23,415	100.00

Variable Name: P2HELPCLGAPP

Record #1, Position: 5862 - 5863, Format: N2.

Variable Label: P2 C02 Has helped complete/completed a college application in last 5 years

Variable Description:

- In the last 5 years, have you helped another family member complete a college application or have you completed one yourself?  
Do not include any college applications that [Teenager] may have completed.

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	4,370	18.66
1	Yes	3,693	15.77
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	85	0.36
TOTALS		23,415	100.00

Variable Name: P2REQOCCTRAIN

Record #1, Position: 5864 - 5865, Format: N2.

Variable Label: P2 C03A Will meet requirements for school for occupation training by summer 2013

Variable Description:

- By the summer of 2013, do you think [Teenager] will have met the minimum requirements needed for admission to...  
a school that provides occupational training, usually less than 2-years?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	6,844	29.23
2	No	402	1.72
3	Don't know	805	3.44
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	97	0.41
TOTALS		23,415	100.00

Variable Name: P2REQ2YR

Record #1, Position: 5866 - 5867, Format: N2.

Variable Label: P2 C03B Will meet requirements for 2-year community college by summer 2013

Variable Description:

- By the summer of 2013, do you think [Teenager] will have met the minimum requirements needed for admission to...  
a 2-year community college?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	6,921	29.56
2	No	565	2.41
3	Don't know	558	2.38
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74

-9	Missing	104	0.44
TOTALS		23,415	100.00

Variable Name: P2REQTYP4YR

Record #1, Position: 5868 - 5869, Format: N2.

Variable Label: P2 C03C Will meet requirements for typical 4-year college by summer 2013

Variable Description:

- By the summer of 2013, do you think [Teenager] will have met the minimum requirements needed for admission to... a typical 4-year college?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	6,067	25.91
2	No	1,020	4.36
3	Don't know	973	4.16
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	88	0.38
TOTALS		23,415	100.00

Variable Name: P2REQSEL4YR

Record #1, Position: 5870 - 5871, Format: N2.

Variable Label: P2 C03D Will meet requirements for selective 4-year college by summer 2013

Variable Description:

- By the summer of 2013, do you think [Teenager] will have met the minimum requirements needed for admission to... a highly selective 4-year college such as Harvard University?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	2,148	9.17
2	No	3,827	16.34
3	Don't know	2,096	8.95
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	77	0.33
TOTALS		23,415	100.00

Variable Name: P2EDUASP

Record #1, Position: 5872 - 5873, Format: N2.

Variable Label: P2 C04 How far in school would like teenager to go

Comment: "Less than high school completion" recoded as "Less than HS completion or complete HS diploma/GED/alternative HS credential" on the public use file.

Variable Description:

- If there were no barriers, how far in school would you want [Teenager] to go?

1=Less than high school completion

2=Complete a high school diploma, GED or alternative high school credential

3=Complete a certificate or diploma from a school that provides occupational training

4=Complete an Associate's degree

5=Complete a Bachelor's degree  
 6=Complete a Master's degree  
 7=Complete a Ph.D., M.D., law degree, or other high level professional degree  
 8=You don't know  
 9=It is [Teenager]'s decision  
 Administered To: All respondents

Code	Value Label	Frequency	Percentage
2	Less than HS completion or complete HS diploma/GED/alternative HS credential	136	0.58
3	Complete certificate/diploma from school providing occupational training	117	0.50
4	Complete Associate's degree	163	0.70
5	Complete Bachelor's degree	1,270	5.42
6	Complete Master's degree	1,805	7.71
7	Complete Ph.D./M.D./law degree/other high level professional degree	2,755	11.77
8	Don't know	150	0.64
9	It is teenager's decision	1,692	7.23
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	60	0.26
TOTALS		23,415	100.00

Variable Name: P2EDUEXP

Record #1, Position: 5874 - 5875, Format: N2.

Variable Label: P2 C05 How far in school teenager will go

Comment: "Start certificate/diploma from school providing occupational training" recoded as "Start or complete certificate/diploma from school providing occupational training" on the public use file.

Variable Description:

- As things stand now, how far in school do you think [he/she] will actually get?

1=Less than high school completion

2=Complete a high school diploma, GED, or alternative high school credential

3=Start, but not complete a certificate or diploma from a school that provides occupational training

4=Complete a certificate or diploma from a school that provides occupational training

5=Start, but not complete an Associate's degree

6=Complete an Associate's degree

7=Start, but not complete a Bachelor's degree

8=Complete a Bachelor's degree

9=Start, but not complete a Master's degree

10=Complete a Master's degree

11=Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree

12=Complete a Ph.D., M.D., law degree, or other high level professional degree

13=You don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Less than high school completion	60	0.26
2	Complete HS diploma/GED/alternative HS credential	527	2.25
4	Start or complete certificate/diploma from school providing occupational training	431	1.84
5	Start, but not complete Associate's degree	49	0.21
6	Complete Associate's degree	610	2.61
7	Start, but not complete Bachelor's degree	91	0.39
8	Complete Bachelor's degree	2,476	10.57
9	Start, but not complete Master's degree	47	0.20
10	Complete Master's degree	1,608	6.87



11	Start, but not complete Ph.D./M.D./law degree/high level professional degree	69	0.29
12	Complete Ph.D./M.D./law degree/other high level professional degree	1,253	5.35
13	Don't know	864	3.69
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	63	0.27
TOTALS		23,415	100.00

Variable Name: P2SUREDIPL

Record #1, Position: 5876 - 5877, Format: N2.

Variable Label: P2 C06 How sure teenager will receive high school diploma

Variable Description:

- How sure are you that [he/she] will receive a high school diploma?

1=Very sure [he/she] will

2=[He/She] probably will

3=[He/She] probably won't

4=Very sure [he/she] won't

Administered To: Respondents with teenagers who had not received a high school diploma, GED or alternative high school credential

Code	Value Label	Frequency	Percentage
1	Very sure teenager will	7,325	31.28
2	Teenager probably will	494	2.11
3	Teenager probably won't	88	0.38
4	Very sure teenager won't	76	0.32
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	74	0.32
-8	Unit non-response	2,515	10.74
-9	Missing	91	0.39
TOTALS		23,415	100.00

Variable Name: P2SUREBA

Record #1, Position: 5878 - 5879, Format: N2.

Variable Label: P2 C07 How sure teenager will pursue a Bachelor's degree

Variable Description:

- How sure are you that [Teenager] will pursue a Bachelor's degree?

1=Very sure [he/she] will

2=[He/She] probably will

3=[He/She] probably won't

4=Very sure [he/she] won't

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Very sure teenager will	4,722	20.17
2	Teenager probably will	1,962	8.38
3	Teenager probably won't	939	4.01
4	Very sure teenager won't	315	1.35
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	210	0.90

TOTALS		23,415	100.00
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Variable Name: P2ABLEBA

Record #1, Position: 5880 - 5881, Format: N2.

Variable Label: P2 C08 Teenager has ability to complete a Bachelor's degree

Variable Description:

- Whatever [Teenager]'s plans, do you think [he/she] has the ability to complete a Bachelor's degree? Would you say...

1=definitely

2=probably

3=probably not or

4=definitely not?

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1ABLEBA.

Code	Value Label	Frequency	Percentage
1	Definitely	6,175	26.37
2	Probably	1,408	6.01
3	Probably not	329	1.41
4	Definitely not	120	0.51
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	116	0.50
TOTALS		23,415	100.00

Variable Name: P2TYPEPS2013

Record #1, Position: 5882 - 5883, Format: N2.

Variable Label: P2 C09 Level of college/school teen most likely to attend in fall 2013

Variable Description:

- If [Teenager] attends school in the fall of 2013, will [he/she] be most likely to attend a school that provides occupational training, a 2-year college, a 4-year college, high school, or have you not thought about this yet?

1=A school that provides occupational training (usually less than 2 years)

2=2-year college

3=4-year college

4=High school

5=You haven't thought about this yet

Administered To: Respondents who wanted teenager to complete some level of postsecondary education (P2EDUASP <> 1,2)

Code	Value Label	Frequency	Percentage
1	School providing occupational training	637	2.72
2	2-year college	1,544	6.59
3	4-year college	4,555	19.45
4	High school	316	1.35
5	Haven't thought about this yet	842	3.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	118	0.50
TOTALS		23,415	100.00

Variable Name: P2PUBPRV2013

Record #1, Position: 5884 - 5885, Format: N2.

Variable Label: P2 C10 Teen more likely to go to public or private college/school in fall 2013

Variable Description:

- Will [he/she] be more likely to attend a public or private [4-year college/2-year college/school that provides occupational training], or have you not thought about this yet?

1=Public

2=Private

3=You haven't thought about this yet

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents with teenager who is likely to attend a postsecondary institution

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	4,607	19.68
2	Private	1,016	4.34
3	Haven't thought about this yet	1,053	4.50
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,294	5.53
-8	Unit non-response	2,515	10.74
-9	Missing	178	0.76
TOTALS		23,415	100.00

Variable Name: P2INOUTST2013

Record #1, Position: 5886 - 5887, Format: N2.

Variable Label: P2 C11 Teen more likely to go to in-state/out-of-state college/school in 2013

Variable Description:

- Will [he/she] be more likely to attend an in-state or out-of-state [4-year college/2-year college/school that provides occupational training], or have you not thought about this yet?

1=In-state

2=Out-of-state

3=You haven't thought about this yet

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents with teenager who is likely to attend a postsecondary institution

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	In-state	4,771	20.38
2	Out-of-state	1,190	5.08
3	Haven't thought about this yet	689	2.94
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,294	5.53
-8	Unit non-response	2,515	10.74
-9	Missing	204	0.87
TOTALS		23,415	100.00

Variable Name: P2KNOWCLG

Record #1, Position: 5888 - 5889, Format: N2.

Variable Label: P2 C12 Parent knows postsecondary institution teen most likely to attend 2013

Variable Description:

- Do you know what [school that provides occupational training/2-year college/4-year college/school or college] [he/she] is most likely to attend?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents with teenager who is likely to attend a postsecondary institution

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,261	13.93
1	Yes	3,445	14.71
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,294	5.53
-8	Unit non-response	2,515	10.74
-9	Missing	148	0.63
TOTALS		23,415	100.00

Variable Name: P2LIKELYCLGLV

Record #1, Position: 5890 - 5891, Format: N2.

Variable Label: P2 C13D Level of postsecondary institution most likely to attend in fall 2013

Variable Description:

- What [school that provides occupational training/2-year college/4-year college/school or college] is [he/she] most likely to attend?  
(Please type in the full name. Do not use abbreviations.)

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	4 or more years	1,972	8.42
2	At least 2 but less than 4 years	909	3.88
3	Less than 2 years (below associate)	81	0.35
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,555	19.45
-8	Unit non-response	2,515	10.74
-9	Missing	631	2.69
TOTALS		23,415	100.00

Variable Name: P2LIKELYCLGTYP

Record #1, Position: 5892 - 5893, Format: N2.

Variable Label: P2 C13E Control (public/private) of postsec inst most likely to attend in fall 2013

Variable Description:

- What [school that provides occupational training/2-year college/4-year college/school or college] is [he/she] most likely to attend?  
(Please type in the full name. Do not use abbreviations.)

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	2,390	10.21
2	Private not-for-profit	444	1.90
3	Private for-profit	105	0.45
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,555	19.45
-8	Unit non-response	2,515	10.74
-9	Missing	654	2.79
TOTALS		23,415	100.00

Variable Name: P2LIKELYCLGID

Record #1, Position: 5894 - 5899, Format: N6.

Variable Label: P2 C13F IPEDS ID of postsecondary institution teen most likely to attend in 2013

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What [school that provides occupational training/2-year college/4-year college/school or college] is [he/she] most likely to attend?  
(Please type in the full name. Do not use abbreviations.)

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which type of postsecondary institution teenager was most likely to attend.

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2CERTAINCLG

Record #1, Position: 5900 - 5901, Format: N2.

Variable Label: P2 C14 How certain teenager is to attend most likely postsecondary institution

Variable Description:

- How certain are you that [he/she] will attend [school named in P2 C13]?

1=Very certain

2=Fairly certain

3=Not certain

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend

Code	Value Label	Frequency	Percentage
1	Very certain	1,226	5.24
2	Fairly certain	1,737	7.42
3	Not certain	403	1.72
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,555	19.45
-8	Unit non-response	2,515	10.74
-9	Missing	227	0.97
TOTALS		23,415	100.00

Variable Name: P2FIRSTCHOICE

Record #1, Position: 5902 - 5903, Format: N2.

Variable Label: P2 C15 Most likely postsec school is parent's 1st choice not considering cost

Variable Description:

- If cost were not a consideration, would [school named in P2 C13] be your first choice for a school or college for [Teenager]?

1=Yes

2=No

3=Don't know

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend

Code	Value Label	Frequency	Percentage
1	Yes	1,866	7.97
2	No	1,109	4.74
3	Don't know	397	1.70
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,555	19.45
-8	Unit non-response	2,515	10.74
-9	Missing	221	0.94

TOTALS		23,415	100.00
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Variable Name: P2CHOICECLGLV

Record #1, Position: 5904 - 5905, Format: N2.

Variable Label: P2 C16D Level of parent's first choice postsecondary institution

Variable Description:

- If cost were not a consideration, what school or college would be your first choice for [Teenager]? (Please type in the full name. Do not use abbreviations.)

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend and this institution was not their first choice

Code	Value Label	Frequency	Percentage
1	4 or more years	2,021	8.63
2	At least 2 but less than 4 years	433	1.85
3	Less than 2 years (below associate)	51	0.22
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,952	21.15
-8	Unit non-response	2,515	10.74
-9	Missing	691	2.95
TOTALS		23,415	100.00

Variable Name: P2CHOICECLGTYP

Record #1, Position: 5906 - 5907, Format: N2.

Variable Label: P2 C16E Control (public/private) of parent's first choice postsecondary institution

Variable Description:

- If cost were not a consideration, what school or college would be your first choice for [Teenager]? (Please type in the full name. Do not use abbreviations.)

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend and this institution was not their first choice

Code	Value Label	Frequency	Percentage
1	Public	1,710	7.30
2	Private not-for-profit	676	2.89
3	Private for-profit	102	0.44
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,952	21.15
-8	Unit non-response	2,515	10.74
-9	Missing	708	3.02
TOTALS		23,415	100.00

Variable Name: P2CHOICECLGID

Record #1, Position: 5908 - 5913, Format: N6.

Variable Label: P2 C16F IPEDS ID of parent's first choice postsecondary institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If cost were not a consideration, what school or college would be your first choice for [Teenager]? (Please type in the full name. Do not use abbreviations.)

Administered To: Respondents who provided the name of the postsecondary institution their teenager was most likely to attend and this institution was not their first choice

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: P2REPUTATION

Record #1, Position: 5914 - 5915, Format: N2.

Variable Label: P2 C17A Importance of academic quality/reputation when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Academic quality or reputation

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	6,298	26.90
2	Somewhat important	1,410	6.02
3	Not at all important	138	0.59
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	166	0.71
TOTALS		23,415	100.00

Variable Name: P2COSTATTEND

Record #1, Position: 5916 - 5917, Format: N2.

Variable Label: P2 C17B Importance of cost of attendance when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Cost of attendance

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	5,507	23.52
2	Somewhat important	2,074	8.86
3	Not at all important	252	1.08
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	179	0.76
TOTALS		23,415	100.00

Variable Name: P2JOBPLC

Record #1, Position: 5918 - 5919, Format: N2.

Variable Label: P2 C17C Importance of job placement when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

A good record of placing graduates in jobs

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	5,907	25.23
2	Somewhat important	1,786	7.63
3	Not at all important	144	0.61
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	175	0.75
TOTALS		23,415	100.00

Variable Name: P2GRADSCHPLC

Record #1, Position: 5920 - 5921, Format: N2.

Variable Label: P2 C17D Importance of graduate school placement when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

A good record of placing graduates in graduate or professional schools

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	4,752	20.29
2	Somewhat important	2,530	10.81
3	Not at all important	524	2.24
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	206	0.88
TOTALS		23,415	100.00

Variable Name: P2PLAYSPORTS

Record #1, Position: 5922 - 5923, Format: N2.

Variable Label: P2 C17E Importance of opportunity to play sports when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Opportunity to play sports

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	1,553	6.63
2	Somewhat important	2,280	9.74



3	Not at all important	3,994	17.06
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	185	0.79
TOTALS		23,415	100.00

Variable Name: P2FAMREC

Record #1, Position: 5924 - 5925, Format: N2.

Variable Label: P2 C17F Importance of family/friend recommendations when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Recommended by family or friends

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	1,559	6.66
2	Somewhat important	3,687	15.75
3	Not at all important	2,573	10.99
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	193	0.82
TOTALS		23,415	100.00

Variable Name: P2CLOSEHOME

Record #1, Position: 5926 - 5927, Format: N2.

Variable Label: P2 C17G Importance of being close to home when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Close to home

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	2,349	10.03
2	Somewhat important	3,609	15.41
3	Not at all important	1,876	8.01
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	178	0.76
TOTALS		23,415	100.00

Variable Name: P2FARHOME

Record #1, Position: 5928 - 5929, Format: N2.

Variable Label: P2 C17H Importance of being far from home when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Far away from home

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	972	4.15
2	Somewhat important	2,242	9.58
3	Not at all important	4,558	19.47
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	240	1.02
TOTALS		23,415	100.00

Variable Name: P2OFFERSPGRM

Record #1, Position: 5930 - 5931, Format: N2.

Variable Label: P2 C17I Importance of program of study when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Offers a particular program of study

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Very important	5,456	23.30
2	Somewhat important	2,036	8.70
3	Not at all important	325	1.39
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	195	0.83
TOTALS		23,415	100.00

Variable Name: P2SOCIALIFE

Record #1, Position: 5932 - 5933, Format: N2.

Variable Label: P2 C17J Importance of good social life when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Good social life

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	2,493	10.65
2	Somewhat important	3,660	15.63
3	Not at all important	1,675	7.15
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	184	0.79
TOTALS		23,415	100.00

Variable Name: P2SPIRIT

Record #1, Position: 5934 - 5935, Format: N2.

Variable Label: P2 C17K Importance of sports teams/school spirit when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

Good sports teams or school spirit

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	1,696	7.24
2	Somewhat important	2,966	12.67
3	Not at all important	3,152	13.46
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	198	0.85
TOTALS		23,415	100.00

Variable Name: P2FAMILYWENT

Record #1, Position: 5936 - 5937, Format: N2.

Variable Label: P2 C17L Importance of family legacy when choosing college/school

Variable Description:

- How important to you will each of the following characteristics be when choosing a school or college for [Teenager] to attend after high school?

A family member went there

1=Very important

2=Somewhat important

3=Not at all important

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very important	741	3.16
2	Somewhat important	1,492	6.37
3	Not at all important	5,569	23.78
-4	Item not administered: abbreviated interview	473	2.02

-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	210	0.90
TOTALS		23,415	100.00

Variable Name: P2DECIDECLG

Record #1, Position: 5938 - 5939, Format: N2.

Variable Label: P2 C18 How family will decide which postsecondary institution teen will attend

Variable Description:

- How will your family decide which college or school [Teenager] will attend? Would you say...

1=[Teenager]'s parent(s) will decide alone

2=[Teenager]'s parent(s) will decide after discussing it with [Teenager]

3=[Teenager]'s parent(s) and [Teenager] will decide together after discussion

4=[Teenager] will decide after discussing it with [his/her] parent(s) or

5=[Teenager] will decide on [his/her] own?

Administered To: Respondents who wanted teenager to complete some level of postsecondary education

Code	Value Label	Frequency	Percentage
1	Teenager's parent(s) will decide alone	56	0.24
2	Teenager's parent(s) will decide after discussing with teen	320	1.37
3	Teenager's parent(s) and teen will decide together after discussion	4,025	17.19
4	Teenager will decide after discussing with parent(s)	2,673	11.42
5	Teenager will decide on his/her own	821	3.51
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	136	0.58
-8	Unit non-response	2,515	10.74
-9	Missing	117	0.50
TOTALS		23,415	100.00

Variable Name: P2COST2YPUB

Record #1, Position: 5940 - 5945, Format: N6.

Variable Label: P2 C19 Cost of tuition/required fees at public in-state 2-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In this next series of questions, we will ask you to estimate the cost of one year's tuition and required fees at different types of colleges. For each of your estimates, please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.

What is your best estimate of the cost of one year's tuition and required fees at a public 2-year community college in your state?

\$ per year

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	2000 - 50000	4,346	18.56
-1	Don't Know	3,577	15.28
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	225	0.96
TOTALS		23,415	100.00

Variable Name: P2CONF2YPUB

Record #1, Position: 5946 - 5947, Format: N2.

Variable Label: P2 C20 Confidence in estimate of cost of public in-state 2-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of one year's tuition and required fees at a public 2-year community college in your state? Would you say...

1=very confident

2=somewhat confident or

3=not at all confident?

Administered To: Respondents who gave an estimate of the cost of tuition at an in-state public 2-year community college

Code	Value Label	Frequency	Percentage
1	Very confident	556	2.37
2	Somewhat confident	2,573	10.99
3	Not at all confident	1,208	5.16
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	3,577	15.28
-8	Unit non-response	2,515	10.74
-9	Missing	234	1.00
TOTALS		23,415	100.00

Variable Name: P2COST4YPUB

Record #1, Position: 5948 - 5953, Format: N6.

Variable Label: P2 C21 Cost of tuition/required fees at public in-state 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and required fees at a public 4-year college in your state?

(Please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.)

\$ per year

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	2000 - 80000	4,975	21.25
-1	Don't Know	2,950	12.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	223	0.95
TOTALS		23,415	100.00

Variable Name: P2CONF4YPUB

Record #1, Position: 5954 - 5955, Format: N2.

Variable Label: P2 C22 Confidence in estimate of cost of public in-state 4-year college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of one year's tuition and required fees at a public 4-year college in your state? Would you say...

1=very confident

2=somewhat confident or

3=not at all confident?

Administered To: Respondents who gave an estimate of the cost of tuition at an in-state public 4-year college

Code	Value Label	Frequency	Percentage
1	Very confident	873	3.73
2	Somewhat confident	3,067	13.10
3	Not at all confident	1,025	4.38

-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	2,950	12.60
-8	Unit non-response	2,515	10.74
-9	Missing	233	1.00
TOTALS		23,415	100.00

Variable Name: P2COST4YPRV

Record #1, Position: 5956 - 5961, Format: N6.

Variable Label: P2 C23 Cost of tuition/required fees at typical private 4-year college

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your best estimate of the cost of one year's tuition and required fees at a typical private 4-year college?

(Please include the cost of courses and required fees such as student activity fees and student health fees. Do not include optional expenses such as room and board.)

\$ per year

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	5000 - 100000	4,596	19.63
-1	Don't Know	3,290	14.05
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	262	1.12
TOTALS		23,415	100.00

Variable Name: P2CONF4YPRV

Record #1, Position: 5962 - 5963, Format: N2.

Variable Label: P2 C24 Confidence in estimate for cost of typical 4-year private college

Variable Description:

- How confident are you in the accuracy of your estimate of the cost of one year's tuition and required fees at a typical 4-year private college? Would you say...

1=very confident

2=somewhat confident or

3=not at all confident?

Administered To: Respondents who gave an estimate of the cost of tuition at a typical private 4-year college

Code	Value Label	Frequency	Percentage
1	Very confident	798	3.41
2	Somewhat confident	2,691	11.49
3	Not at all confident	1,097	4.69
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	3,290	14.05
-8	Unit non-response	2,515	10.74
-9	Missing	272	1.16
TOTALS		23,415	100.00

Variable Name: P2AIDFAMILY

Record #1, Position: 5964 - 5965, Format: N2.

Variable Label: P2 C25A Got financial aid info for a family member

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Personal experience with financial aid for one of [Teenager]'s siblings, for another family member, or for yourself

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,884	16.59
1	Yes	4,097	17.50
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	167	0.71
TOTALS		23,415	100.00

Variable Name: P2AIDPARENT

Record #1, Position: 5966 - 5967, Format: N2.

Variable Label: P2 C25B Got financial aid info from other parents/family/friends

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Talked to other parents, family or friends

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,123	17.61
1	Yes	3,848	16.43
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: P2AIDOFFICE

Record #1, Position: 5968 - 5969, Format: N2.

Variable Label: P2 C25C Got financial aid info from financial aid office at postsecondary school

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Talked with financial aid office staff at a college or school that provides occupational training

1=Yes

0=No

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,968	25.49
1	Yes	2,006	8.57
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	174	0.74
TOTALS		23,415	100.00

Variable Name: P2AIDSCHSTAFF

Record #1, Position: 5970 - 5971, Format: N2.

Variable Label: P2 C25D Got financial aid info from staff at teenager's high school

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Talked with staff at [Teenager]'s high school

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	5,734	24.49
1	Yes	2,243	9.58
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	171	0.73
TOTALS		23,415	100.00

Variable Name: P2AIDINTERNET

Record #1, Position: 5972 - 5973, Format: N2.

Variable Label: P2 C25E Got financial aid info from research on Internet

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Researched financial aid options on the Internet

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	4,452	19.01
1	Yes	3,527	15.06
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	169	0.72
TOTALS		23,415	100.00

Variable Name: P2AIDMEETING

Record #1, Position: 5974 - 5975, Format: N2.

Variable Label: P2 C25F Got financial aid info from informational meeting at high school

Variable Description:

- Have you gotten information on financial aid in any of the following ways?

Went to an informational meeting or open house held by the high school

1=Yes

0=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	5,225	22.31
1	Yes	2,741	11.71
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	182	0.78
TOTALS		23,415	100.00



Variable Name: P2QUALNEED

Record #1, Position: 5976 - 5977, Format: N2.

Variable Label: P2 C26A Will qualify for financial aid based on financial need

Variable Description:

- For which types of financial aid do you think [Teenager] will qualify?

Financial aid based on financial need

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	4,143	17.69
2	No	2,009	8.58
3	Don't know	1,767	7.55
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	229	0.98
TOTALS		23,415	100.00

Variable Name: P2QUALACHIEVE

Record #1, Position: 5978 - 5979, Format: N2.

Variable Label: P2 C26B Will qualify for financial aid based on academic achievement

Variable Description:

- For which types of financial aid do you think [Teenager] will qualify?

Financial aid based on academic achievement such as good grades or college admission test scores

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	4,444	18.98
2	No	1,819	7.77
3	Don't know	1,659	7.09
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	226	0.97
TOTALS		23,415	100.00

Variable Name: P2QUALATHLETE

Record #1, Position: 5980 - 5981, Format: N2.

Variable Label: P2 C26C Will qualify for athletic scholarship

Variable Description:

- For which types of financial aid do you think [Teenager] will qualify?

Financial aid through an athletic scholarship

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
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1	Yes	1,408	6.01
2	No	5,195	22.19
3	Don't know	1,313	5.61
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	232	0.99
TOTALS		23,415	100.00

Variable Name: P2QUALGOVLOAN

Record #1, Position: 5982 - 5983, Format: N2.

Variable Label: P2 C26D Will qualify for federal or state loans

Variable Description:

- For which types of financial aid do you think [Teenager] will qualify?

Federal or state loans

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	4,820	20.59
2	No	1,323	5.65
3	Don't know	1,798	7.68
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	207	0.88
TOTALS		23,415	100.00

Variable Name: P2QUALPRVLOAN

Record #1, Position: 5984 - 5985, Format: N2.

Variable Label: P2 C26E Will qualify for private loans

Variable Description:

- For which types of financial aid do you think [Teenager] will qualify?

Private loans

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	2,459	10.50
2	No	3,147	13.44
3	Don't know	2,302	9.83
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	240	1.02
TOTALS		23,415	100.00

Variable Name: P2NOQUALFAM

Record #1, Position: 5986 - 5987, Format: N2.

Variable Label: P2 C27A Won't qualify for financial aid because family member didn't qualify

Variable Description:

- Why do you think [Teenager] will not qualify for any kind of financial aid? Is it because...  
another family member did not qualify?

1=Yes

0=No

Administered To: Respondents who did not think teenager would qualify for financial aid

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	789	3.37
1	Yes	125	0.53
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,963	29.74
-8	Unit non-response	2,515	10.74
-9	Missing	271	1.16
TOTALS		23,415	100.00

Variable Name: P2NOQUALCRED

Record #1, Position: 5988 - 5989, Format: N2.

Variable Label: P2 C27B Won't qualify for financial aid because of credit score

Variable Description:

- Why do you think [Teenager] will not qualify for any kind of financial aid? Is it because...  
you have concerns about a credit score?

1=Yes

0=No

Administered To: Respondents who did not think teenager would qualify for financial aid

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	742	3.17
1	Yes	181	0.77
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,963	29.74
-8	Unit non-response	2,515	10.74
-9	Missing	262	1.12
TOTALS		23,415	100.00

Variable Name: P2NOQUALINC

Record #1, Position: 5990 - 5991, Format: N2.

Variable Label: P2 C27C Won't qualify for financial aid because income is too high

Variable Description:

- Why do you think [Teenager] will not qualify for any kind of financial aid? Is it because...  
your family's income is too high?

1=Yes

0=No

Administered To: Respondents who did not think teenager would qualify for financial aid

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	507	2.17
1	Yes	411	1.76
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,963	29.74

-8	Unit non-response	2,515	10.74
-9	Missing	267	1.14
TOTALS		23,415	100.00

Variable Name: P2NOQUALTEST

Record #1, Position: 5992 - 5993, Format: N2.

Variable Label: P2 C27D Won't qualify for financial aid because grades or test scores too low

Variable Description:

- Why do you think [Teenager] will not qualify for any kind of financial aid? Is it because...

[Teenager]'s grades or test scores will be too low?

1=Yes

0=No

Administered To: Respondents who did not think teenager would qualify for financial aid

Code	Value Label	Frequency	Percentage
0	No	620	2.65
1	Yes	298	1.27
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,963	29.74
-8	Unit non-response	2,515	10.74
-9	Missing	267	1.14
TOTALS		23,415	100.00

Variable Name: P2NOQUALPT

Record #1, Position: 5994 - 5995, Format: N2.

Variable Label: P2 C27E Won't qualify for financial aid because will attend part-time

Variable Description:

- Why do you think [Teenager] will not qualify for any kind of financial aid? Is it because...

[Teenager] will attend school or college part-time?

1=Yes

0=No

Administered To: Respondents who did not think teenager would qualify for financial aid

Code	Value Label	Frequency	Percentage
0	No	756	3.23
1	Yes	141	0.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,963	29.74
-8	Unit non-response	2,515	10.74
-9	Missing	288	1.23
TOTALS		23,415	100.00

Variable Name: P2FAFSA5YR

Record #1, Position: 5996 - 5997, Format: N2.

Variable Label: P2 C28 Has completed FAFSA in last 5 years for another family member or self

Variable Description:

- In the last 5 years have you completed a FAFSA (Free Application for Federal Student Aid) for another family member or have you completed one yourself? Do not include a FAFSA you may have completed for [Teenager].

1=Yes

2=No

Administered To: All respondents

Code	Value Label	Frequency	Percentage
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1	Yes	3,115	13.30
2	No	4,852	20.72
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	181	0.77
TOTALS		23,415	100.00

Variable Name: P2APPLYAID

Record #1, Position: 5998 - 5999, Format: N2.

Variable Label: P2 C29 Will complete a FAFSA for teenager

Variable Description:

- If [Teenager] continues [his/her] education after high school, will you complete a FAFSA to apply for financial aid for [his/her] education?

1=Yes

2=No

3=You don't know what a FAFSA is

4=You haven't thought about this yet

5=You don't know if you will apply

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	5,237	22.37
2	No	483	2.06
3	Don't know what a FAFSA is	861	3.68
4	Haven't thought about this yet	792	3.38
5	Don't know if will apply	605	2.58
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	170	0.73
TOTALS		23,415	100.00

Variable Name: P2INELIGIBLE

Record #1, Position: 6000 - 6001, Format: N2.

Variable Label: P2 C30A Won't apply for financial aid because may be ineligible/unqualified

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

You think [Teenager] may be ineligible or may not qualify.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	478	2.04
1	Yes	550	2.35
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74
-9	Missing	230	0.98

TOTALS		23,415	100.00
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Variable Name: P2CANAFFORD

Record #1, Position: 6002 - 6003, Format: N2.

Variable Label: P2 C30B Won't apply for financial aid because can afford college/school w/out it

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

You can afford school or college without financial aid.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

Code	Value Label	Frequency	Percentage
0	No	580	2.48
1	Yes	450	1.92
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74
-9	Missing	228	0.97
TOTALS		23,415	100.00

Variable Name: P2DKHOWAPP

Record #1, Position: 6004 - 6005, Format: N2.

Variable Label: P2 C30C Won't apply for financial aid because does not know how

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

You do not know how to apply for financial aid.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

Code	Value Label	Frequency	Percentage
0	No	864	3.69
1	Yes	175	0.75
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74
-9	Missing	219	0.94
TOTALS		23,415	100.00

Variable Name: P2NODEBT

Record #1, Position: 6006 - 6007, Format: N2.

Variable Label: P2 C30D Won't apply for financial aid because family doesn't want debt

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

Your family does not want to take on debt.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	626	2.67
1	Yes	403	1.72
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74
-9	Missing	229	0.98
TOTALS		23,415	100.00

Variable Name: P2FORMSDIFF

Record #1, Position: 6008 - 6009, Format: N2.

Variable Label: P2 C30E Won't apply for financial aid because forms are too difficult

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

You think the application forms are too difficult.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	895	3.82
1	Yes	125	0.53
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74
-9	Missing	238	1.02
TOTALS		23,415	100.00

Variable Name: P2NOPLANS

Record #1, Position: 6010 - 6011, Format: N2.

Variable Label: P2 C30F Won't apply for financial aid because doesn't plan to continue education

Variable Description:

- What are the reasons you [will/may] not apply for financial aid?

[Teenager] does not plan to continue [his/her] education after high school.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the respondent would not or did not know if they would complete a FAFSA.

Administered To: Respondents who would not or did not know if they would complete a FAFSA

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	858	3.66
1	Yes	164	0.70
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,890	29.43
-8	Unit non-response	2,515	10.74

-9	Missing	236	1.01
TOTALS		23,415	100.00

Variable Name: P2HELPPAY

Record #1, Position: 6012 - 6013, Format: N2.

Variable Label: P2 C31 Family plans to help teenager pay for postsecondary education

Variable Description:

- If [Teenager] continues [his/her] education after high school, will you or anyone in [Teenager]'s family help [him/her] pay for it?

1=Yes

2=No

3=You have not thought about this yet

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HELPPAY.

Code	Value Label	Frequency	Percentage
1	Yes	6,131	26.18
2	No	749	3.20
3	Haven't thought about this yet	1,087	4.64
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	181	0.77
TOTALS		23,415	100.00

Variable Name: P2SAVEDPAY

Record #1, Position: 6014 - 6015, Format: N2.

Variable Label: P2 C32 Amount currently set aside for teenager's future educational needs

Variable Description:

- About how much money have you set aside for [his/her] future educational needs?

1=None

2=\$2,000 or less

3=\$2,001-\$5,000

4=\$5,001-\$10,000

5=\$10,001-\$15,000

6=\$15,001-\$25,000

7=\$25,001-\$35,000

8=\$35,001-\$60,000

9=More than \$60,000

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1SAVEDPAY.

Code	Value Label	Frequency	Percentage
1	None	3,677	15.70
2	\$2,000 or less	705	3.01
3	\$2,001-\$5,000	557	2.38
4	\$5,001-\$10,000	628	2.68
5	\$10,001-\$15,000	439	1.87
6	\$15,001-\$25,000	441	1.88
7	\$25,001-\$35,000	261	1.11
8	\$35,001-\$60,000	323	1.38
9	More than \$60,000	395	1.69
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74



-9	Missing	722	3.08
TOTALS		23,415	100.00

Variable Name: P2ACCTPAY

Record #1, Position: 6016 - 6017, Format: N2.

Variable Label: P2 C33 Family has opened account(s) to save for teenager's college education

Variable Description:

- Have you or anyone in your family opened any type of account to save for [Teenager]'s education after high school, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1ACCTPAY.

Code	Value Label	Frequency	Percentage
0	No	6,016	25.69
1	Yes	1,810	7.73
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	322	1.38
TOTALS		23,415	100.00

Variable Name: P2MAXBORROW

Record #1, Position: 6018 - 6019, Format: N2.

Variable Label: P2 C34 Maximum family willing to borrow per year to help teen pay for college

Variable Description:

- What is the maximum amount [Teenager]'s family will be willing to borrow per year to help [him/her] pay for school or college?

1=None

2=\$1 - \$500

3=\$501-\$1000

4=\$1,001-\$2,000

5=\$2,001-\$5,000

6=\$5,001-\$10,000

7=\$10,001-\$15,000

8=\$15,001-\$25,000

9=\$25,001-\$35,000

10=More than \$35,000

11=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	None	1,306	5.58
2	\$1 - \$500	59	0.25
3	\$501-\$1000	112	0.48
4	\$1,001-\$2,000	201	0.86
5	\$2,001-\$5,000	673	2.87
6	\$5,001-\$10,000	822	3.51
7	\$10,001-\$15,000	420	1.79
8	\$15,001-\$25,000	305	1.30
9	\$25,001-\$35,000	100	0.43
10	More than \$35,000	144	0.61
11	Don't know	3,640	15.55
-4	Item not administered: abbreviated interview	473	2.02

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	366	1.56
TOTALS		23,415	100.00

Variable Name: P2AFFOCCTRN

Record #1, Position: 6020 - 6021, Format: N2.

Variable Label: P2 C35A Can afford school that provides occupational training

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a school that provides occupational training?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	5,656	24.16
2	No	837	3.57
3	Don't know	1,453	6.21
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	202	0.86
TOTALS		23,415	100.00

Variable Name: P2AFF2YPUB

Record #1, Position: 6022 - 6023, Format: N2.

Variable Label: P2 C35B Can afford 2-year community college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a 2-year community college?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	6,063	25.89
2	No	770	3.29
3	Don't know	1,121	4.79
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	194	0.83
TOTALS		23,415	100.00

Variable Name: P2AFF4YIN

Record #1, Position: 6024 - 6025, Format: N2.

Variable Label: P2 C35C Can afford 4-year public college in your state

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a 4-year public college in your state?

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	5,005	21.38
2	No	1,328	5.67
3	Don't know	1,622	6.93
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	193	0.82
TOTALS		23,415	100.00

Variable Name: P2AFF4YOUT

Record #1, Position: 6026 - 6027, Format: N2.

Variable Label: P2 C35D Can afford 4-year public college out of state

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a 4-year public college out of state?

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	2,473	10.56
2	No	3,390	14.48
3	Don't know	2,095	8.95
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	190	0.81
TOTALS		23,415	100.00

Variable Name: P2AFF4YPRV

Record #1, Position: 6028 - 6029, Format: N2.

Variable Label: P2 C35E Can afford typical 4-year private college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a typical 4-year private college?

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,854	7.92
2	No	3,994	17.06
3	Don't know	2,115	9.03
-4	Item not administered: abbreviated interview	473	2.02

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	185	0.79
TOTALS		23,415	100.00

Variable Name: P2AFF4YSEL

Record #1, Position: 6030 - 6031, Format: N2.

Variable Label: P2 C35F Can afford highly selective 4-year private college

Variable Description:

- Considering all sources of funds including scholarships, grants, loans and savings, do you think your family will be able to afford to send [Teenager] to ...

a highly selective 4-year private college such as Harvard?

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
1	Yes	846	3.61
2	No	5,254	22.44
3	Don't know	1,862	7.95
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	186	0.79
TOTALS		23,415	100.00

Variable Name: P2NEVERCLG

Record #1, Position: 6032 - 6033, Format: N2.

Variable Label: P2 C36A Will never continue education after high school

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

(Check here if you are sure [Teenager] will never continue [his/her] education after high school.)

0=No

1=Yes

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	No	8,274	35.34
1	Yes	159	0.68
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	188	0.80
TOTALS		23,415	100.00

Variable Name: P2TEENSAVING

Record #1, Position: 6034 - 6035, Format: N2.

Variable Label: P2 C36B Will pay for tuition/room/board w/ teen's own earnings/savings

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

[Teenager]'s own earnings and savings

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Will not continue education after high school	159	0.68
1	Yes	2,822	12.05
2	No	3,259	13.92
3	Don't know	2,175	9.29
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	206	0.88
TOTALS		23,415	100.00

Variable Name: P2PARSAVING

Record #1, Position: 6036 - 6037, Format: N2.

Variable Label: P2 C36C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

[Teenager]'s parents' or relatives' earnings and savings including a pre-paid tuition account or 529 plan

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Will not continue education after high school	159	0.68
1	Yes	3,938	16.82
2	No	2,697	11.52
3	Don't know	1,606	6.86
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	221	0.94
TOTALS		23,415	100.00

Variable Name: P2GRANTS

Record #1, Position: 6038 - 6039, Format: N2.

Variable Label: P2 C36D Will pay for tuition/room/board w/ scholarships/grants

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

Scholarships or grants that do not have to be repaid

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Will not continue education after high school	159	0.68
1	Yes	6,030	25.75
2	No	825	3.52
3	Don't know	1,392	5.94
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74

-9	Missing	215	0.92
TOTALS		23,415	100.00

Variable Name: P2GOVLOAN

Record #1, Position: 6040 - 6041, Format: N2.

Variable Label: P2 C36E Will pay for tuition/room/board w/ federal or state loans

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

Federal or state loans

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	Will not continue education after high school	159	0.68
1	Yes	4,889	20.88
2	No	1,565	6.68
3	Don't know	1,793	7.66
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	215	0.92
TOTALS		23,415	100.00

Variable Name: P2TEENPRVLOAN

Record #1, Position: 6042 - 6043, Format: N2.

Variable Label: P2 C36F Will pay for tuition/room/board w/ private loan in teen's name

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

Private loan in [Teenager]'s name

1=Yes

2=No

3=Don't know

Administered To: All respondents

Code	Value Label	Frequency	Percentage
0	Will not continue education after high school	159	0.68
1	Yes	1,994	8.52
2	No	4,103	17.52
3	Don't know	2,143	9.15
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	222	0.95
TOTALS		23,415	100.00

Variable Name: P2PARPRVLOAN

Record #1, Position: 6044 - 6045, Format: N2.

Variable Label: P2 C36G Will pay for tuition/room/board w/ priv loan in parents'/relatives' name

Variable Description:

- If at any point in time [Teenager] continues [his/her] education after high school, how do you expect to pay for tuition, room, and board?

Private loan in [Teenager]'s parents' or relatives' names

1=Yes

2=No

3=Don't know

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Will not continue education after high school	159	0.68
1	Yes	2,341	10.00
2	No	3,701	15.81
3	Don't know	2,209	9.43
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	211	0.90
TOTALS		23,415	100.00

Variable Name: P2SCHYRWORK

Record #1, Position: 6046 - 6047, Format: N2.

Variable Label: P2 C37A Teen's earnings for education from evening/weekend work during HS year

Variable Description:

- Will [Teenager]'s earnings and savings for [his/her] education after high school come from [his/her]... evening or weekend work during the high school year[ when [he/she] was still attending]?

1=Yes

2=No

3=Don't know

Note: Item wording was customized in the survey instrument such that the language in brackets depended on the teenager's enrollment status as reported in P2ENROLLHS12.

Administered To: Respondents who would use teenager's earnings and savings to pay for tuition, room, and board

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,602	6.84
2	No	801	3.42
3	Don't know	287	1.23
-4	Item not administered: abbreviated interview	120	0.51
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	5,593	23.89
-8	Unit non-response	2,515	10.74
-9	Missing	218	0.93
TOTALS		23,415	100.00

Variable Name: P2SUMMERWORK

Record #1, Position: 6048 - 6049, Format: N2.

Variable Label: P2 C37B Teen's earnings for education from summer work while in HS

Variable Description:

- Will [Teenager]'s earnings and savings for [his/her] education after high school come from [his/her]... summer work [while in high school/when [he/she] was in high school]?

1=Yes

2=No

3=Don't know

Note: Item wording was customized in the survey instrument such that the language in brackets depended on the teenager's enrollment status as reported in P2ENROLLHS12.

Administered To: Respondents who would use teenager's earnings and savings to pay for tuition, room, and board

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	1,893	8.08
2	No	549	2.34
3	Don't know	242	1.03

-4	Item not administered: abbreviated interview	120	0.51
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	5,593	23.89
-8	Unit non-response	2,515	10.74
-9	Missing	224	0.96
TOTALS		23,415	100.00

Variable Name: P2BTWNWORK

Record #1, Position: 6050 - 6051, Format: N2.

Variable Label: P2 C37C Teen's earnings for education from work between HS and college

Variable Description:

- Will [Teenager]'s earnings and savings for [his/her] education after high school come from [his/her]... work between high school and the start of [Teenager]'s further education?

1=Yes

2=No

3=Don't know

Note: Item wording was customized in the survey instrument such that the language in brackets depended on the teenager's enrollment status as reported in P2ENROLLHS12.

Administered To: Respondents who would use teenager's earnings and savings to pay for tuition, room, and board

Code	Value Label	Frequency	Percentage
1	Yes	2,053	8.77
2	No	317	1.35
3	Don't know	318	1.36
-4	Item not administered: abbreviated interview	120	0.51
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	5,593	23.89
-8	Unit non-response	2,515	10.74
-9	Missing	220	0.94
TOTALS		23,415	100.00

Variable Name: P2CLGWORK

Record #1, Position: 6052 - 6053, Format: N2.

Variable Label: P2 C37D Teen's earnings for education from work while attending college

Variable Description:

- Will [Teenager]'s earnings and savings for [his/her] education after high school come from [his/her]... work while attending college including work-study?

1=Yes

2=No

3=Don't know

Note: Item wording was customized in the survey instrument such that the language in brackets depended on the teenager's enrollment status as reported in P2ENROLLHS12.

Administered To: Respondents who would use teenager's earnings and savings to pay for tuition, room, and board

Code	Value Label	Frequency	Percentage
1	Yes	2,080	8.88
2	No	199	0.85
3	Don't know	412	1.76
-4	Item not administered: abbreviated interview	120	0.51
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	5,593	23.89
-8	Unit non-response	2,515	10.74
-9	Missing	217	0.93



TOTALS		23,415	100.00
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Variable Name: P2CLGWORKFT

Record #1, Position: 6054 - 6055, Format: N2.

Variable Label: P2 C38 Teenager will work full-time or part-time while attending college

Variable Description:

- Will [Teenager] work full-time or part-time while attending college?

1=Full-time

2=Part-time

3=Don't know

Administered To: Respondents whose teenager's earnings and savings from work while attending college will be used to pay for tuition, room, and board

Code	Value Label	Frequency	Percentage
1	Full-time	108	0.46
2	Part-time	1,334	5.70
3	Don't know	629	2.69
-4	Item not administered: abbreviated interview	120	0.51
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,204	26.50
-8	Unit non-response	2,515	10.74
-9	Missing	226	0.97
TOTALS		23,415	100.00

Variable Name: P2INCLGNOW

Record #1, Position: 6056 - 6057, Format: N2.

Variable Label: P2 C39 Number of dependents currently in college/school for occupation training

Variable Description:

- How many children or other family members who you financially support are currently attending college or a school that provides occupational training? Include yourself if you are currently attending.

(Please enter 0 if none.)

children or other family members who you financially support

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	0 - 4	7,924	33.84
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	224	0.96
TOTALS		23,415	100.00

Variable Name: P2INCLG2013

Record #1, Position: 6058 - 6059, Format: N2.

Variable Label: P2 C40 Number of dependents in college/school for occupation training-fall 2013

Variable Description:

- How many children or other family members who you financially support will be attending college or a school that provides occupational training in the fall of 2013? Include [Teenager] and yourself if applicable.

(Please enter 0 if none.)

children or other family members who you financially support

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	0 - 4	7,819	33.39
-4	Item not administered: abbreviated interview	473	2.02

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	329	1.41
TOTALS		23,415	100.00

Variable Name: P2EARNNOHS

Record #1, Position: 6060 - 6068, Format: N9.2

Variable Label: P2 C41AA Expected earnings if left HS without a diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

leaving high school without completing a high school diploma?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARNNOHSUN

Record #1, Position: 6069 - 6070, Format: N2.

Variable Label: P2 C41AB Unit for expected earnings if left HS without a diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

per

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARNHS

Record #1, Position: 6071 - 6079, Format: N9.2

Variable Label: P2 C41BA Expected earnings if completed a HS diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

completing a regular high school diploma?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARNHSUN

Record #1, Position: 6080 - 6081, Format: N2.

Variable Label: P2 C41BB Unit for expected earnings if completed a HS diploma

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

per

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARNOCC

Record #1, Position: 6082 - 6090, Format: N9.2

Variable Label: P2 C41CA Expected earnings if completed certificate from school for occ training

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

completing a certificate or diploma from a school that provides occupational training?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARNOCCUN

Record #1, Position: 6091 - 6092, Format: N2.

Variable Label: P2 C41CB Unit for expected earnings-certificate from school for occ training

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

per

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARN2YPUB

Record #1, Position: 6093 - 6101, Format: N9.2

Variable Label: P2 C41DA Expected earnings if completed 2-year community college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

completing a 2-year community college degree?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARN2YPUBUN

Record #1, Position: 6102 - 6103, Format: N2.

Variable Label: P2 C41DB Unit for expected earnings if completed 2-year community college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

per

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARN4Y

Record #1, Position: 6104 - 6113, Format: N10.2

Variable Label: P2 C41EA Expected earnings if completed 4-year college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

completing a 4-year college degree?

Please note: The earnings questions were designed to allow respondents to provide an amount for a job obtained (not whether a job is possible), however responses of 0 were allowed and may reflect the confidence of whether a job is feasible.

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EARN4YUN

Record #1, Position: 6114 - 6115, Format: N2.

Variable Label: P2 C41EB Unit for expected earnings if completed 4-year college degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What do you think [Teenager]'s starting pre-tax income would be in [his/her] first job after... (Please specify pay periods for your answers.)

per

1=hour

2=day

3=week

4=month

5=year

Administered To: All respondents

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HIDEG1

Record #1, Position: 6116 - 6117, Format: N2.

Variable Label: P2 D01 Parent 1's highest degree earned

Variable Description:

- In [Month and Year of base year interview], you indicated you had completed [parent 1's highest degree in base year]. Since that time, have you completed a higher level of education beyond [parent 1's highest degree in base year]?

OR

In [Month and Year of base year interview], you indicated you had not completed high school. Since that time, have you completed high school or a higher level of education beyond high school?

OR

What is the highest level of education [you/parent 1] [have/has] completed?

0=No, [you/parent 1] [have/has] not completed any other degree

1=Less than high school completion

2=Completed a high school diploma, GED, or alternative high school credential

3=Completed a certificate or diploma from a school that provides occupational training

4=Completed an Associate's degree

5=Completed a Bachelor's degree

6=Completed a Master's degree

7=Completed a Ph.D., M.D., law degree, or other high level professional degree

Note: The first version of the question was displayed if the first follow-up respondent was the same as the base year respondent and he/she had completed high school or a higher level of education in the base year. The second version of the question was displayed if the first follow-up respondent was the same as the base year respondent and he/she had not completed high school in the base year. The third version of the question was displayed under 3 conditions: 1) if a parent questionnaire was not completed in the base year, 2) if the first follow-up respondent was not identified as the same person as the base year respondent, or 3) if the respondents were the same but the highest level of education was not collected in the base year. The conditional language in brackets (you/parent 1) depended on whether parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the education level for parent 1 was provided in base year, the lower level education options were not displayed. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: Base year questionnaire non-respondents; first follow-up respondents who are not the same as the base year respondent; first follow-up respondents who were also base year respondents and reported a highest level of education in the base year less than a PhD, MD, law degree or other high level professional degree; first follow-up respondents who were also base year respondents and did not report their highest level of education in the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and the parent has not completed a higher degree than in the base year. Because the response options do not entirely line up from base year to first follow-up, codes were mapped as 1 to 1, 2 to 2, 3 to 4, 4 to 5, 5 to 6, 6 to 6, and 7 to 7.

Crossround Note: This variable is a repeat of the BY variable P1HIDEG1.

Code	Value Label	Frequency	Percentage
1	Less than high school completion	714	3.05
2	Completed HS diploma/GED/alternative HS credential	2,859	12.21
3	Completed certificate/diploma from school providing occupational training	496	2.12
4	Completed Associate's degree	1,227	5.24
5	Completed Bachelor's degree	1,964	8.39
6	Completed Master's degree	823	3.51
7	Completed Ph.D./M.D./law degree/other high level professional degree	315	1.35
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	223	0.95
TOTALS		23,415	100.00

Variable Name: P2HIMAJV1

Record #1, Position: 6118 - 6317, Format: A200

Variable Label: P2 D02A Parent 1's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent was a base year respondent and had not completed any other degree, the highest level of education reported in the base year was displayed in place of "parent 1's highest degree in first follow-up." If the respondent was a base year respondent who had completed a Ph.D., M.D., law degree, or other high level professional degree in the base year, that degree was displayed in place of "parent 1's highest degree in first follow-up." Otherwise, the highest level of education reported in P2HIDEG1 was displayed in place of "parent 1's highest degree in first follow-up."

Administered To: Base year non-respondents who completed some postsecondary education; first follow-up respondents who were the same as the base year respondent, who completed a higher level of postsecondary education since the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJV1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HIMAJ21

Record #1, Position: 6318 - 6319, Format: N2.

Variable Label: P2 D02B Parent 1's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent was a base year respondent and had not completed any other degree, the highest level of education reported in the base year was displayed in place of "parent 1's highest degree in first follow-up." If the respondent was a base year respondent who had completed a Ph.D., M.D., law degree, or other high level professional degree in the base year, that degree was displayed in place of "parent 1's highest degree in first follow-up." Otherwise, the highest level of education reported in P2HIDEG1 was displayed in place of "parent 1's highest degree in first follow-up."

Administered To: Base year non-respondents who completed some postsecondary education; first follow-up respondents who were the same as the base year respondent, who completed a higher level of postsecondary education since the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJ21.

Code	Value Label	Frequency	Percentage
1	Agriculture, Agriculture Operations, and Related Sciences	35	0.15
9	Communication, Journalism, and Related Programs	86	0.37
11	Computer and Information Sciences and Support Services	163	0.70
12	Personal and Culinary Services	89	0.38
13	Education	616	2.63
14	Engineering	200	0.85
15	Engineering Technologies/Technicians	62	0.26
19	Family and Consumer Sciences/Human Sciences	33	0.14
22	Legal Professions and Studies	141	0.60
23	English Language and Literature/Letters	63	0.27
24	Liberal Arts and Sciences, General Studies and Humanities	111	0.47
26	Biological and Biomedical Sciences	129	0.55
27	Mathematics and Statistics	33	0.14
40	Physical Sciences	53	0.23
42	Psychology	104	0.44
43	Security and Protective Services	72	0.31
44	Public Administration and Social Service Professions	74	0.32
45	Social Sciences	119	0.51
47	Mechanic and Repair Technologies/Technicians	33	0.14

50	Visual and Performing Arts	89	0.38
51	Health Professions and Related Clinical Sciences	928	3.96
52	Business, Management, Marketing, and Related Support Services	1,080	4.61
99	Uncodeable	320	1.37
-4	Item not administered: abbreviated interview	149	0.64
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	3,576	15.27
-8	Unit non-response	2,515	10.74
-9	Missing	263	1.12
TOTALS		23,415	100.00

Variable Name: P2HIMAJ61

Record #1, Position: 6320 - 6326, Format: A7

Variable Label: P2 D02C Parent 1's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent was a base year respondent and had not completed any other degree, the highest level of education reported in the base year was displayed in place of "parent 1's highest degree in first follow-up." If the respondent was a base year respondent who had completed a Ph.D., M.D., law degree, or other high level professional degree in the base year, that degree was displayed in place of "parent 1's highest degree in first follow-up." Otherwise, the highest level of education reported in P2HIDE1 was displayed in place of "parent 1's highest degree in first follow-up."

Administered To: Base year non-respondents who completed some postsecondary education; first follow-up respondents who were the same as the base year respondent, who completed a higher level of postsecondary education since the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJ61.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2STARTDEG1

Record #1, Position: 6327 - 6328, Format: N2.

Variable Label: P2 D03 Parent 1 has started but not completed more advanced degree

Variable Description:

- [Have/Has] [you/parent 1] started, but not completed, any work on a degree beyond [a/an] [parent 1's highest degree in first follow-up]? (If [you/parent 1] [have/has] started more than one of the degrees listed below, please select the higher degree.)

1=No, [you/parent 1] [have/has] not started any other degree

2=Yes, a certificate or diploma from a school that provides occupational training

3=Yes, an Associate's degree

4=Yes, a Bachelor's degree

5=Yes, a Master's degree

6=Yes, a Ph.D., M.D., law degree, or other high level professional degree

Note: Question/response wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent was a base year respondent and had not completed any other degree, the highest level of education reported in the base year was displayed in place of "parent 1's highest degree in first follow-up."

Otherwise, the highest level of education reported in P2HIDE1 was displayed. Only response options representing levels of education higher than the highest degree in the first follow-up were displayed.

Administered To: Respondents who had not completed a PhD, MD, law degree or other high level professional degree

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and the parent has not started a higher degree than in the base year. Because the response options do not entirely line up from base year to first follow-up, codes were mapped as 1 to 1, 2 to 3, 3 to 4, 4 to 5, 5 to 6, 6 to 6.

Crossround Note: This variable is a repeat of the BY variable P1STARTDEG1.

Code	Value Label	Frequency	Percentage
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1	No, Parent 1 has not started any other degree	5,286	22.58
2	Yes, certificate/diploma from school providing occupational training	181	0.77
3	Yes, Associate's degree	848	3.62
4	Yes, Bachelor's degree	638	2.72
5	Yes, Master's degree	476	2.03
6	Yes, Ph.D./M.D./law degree/other high level professional degree	159	0.68
-4	Item not administered: abbreviated interview	467	1.99
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	275	1.17
-8	Unit non-response	2,515	10.74
-9	Missing	291	1.24
TOTALS		23,415	100.00

Variable Name: P2JOBNOW1

Record #1, Position: 6329 - 6330, Format: N2.

Variable Label: P2 D04 Parent 1 currently holds a job

Variable Description:

- [Do/Does] [you/parent 1] currently hold a job for pay?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1JOBNOW1.

Code	Value Label	Frequency	Percentage
0	No	1,887	8.06
1	Yes	6,022	25.72
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	239	1.02
TOTALS		23,415	100.00

Variable Name: P2JOBEVER1

Record #1, Position: 6331 - 6332, Format: N2.

Variable Label: P2 D05 Parent 1 has ever held a job

Variable Description:

- [Have/Has] [you/he/she] ever held a job for pay?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1

Administered To: Respondents who were not currently holding a job for pay and were different from the base year respondent.

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Crossround Note: This variable is a repeat of the BY variable P1JOBEVER1.

Code	Value Label	Frequency	Percentage
0	No	149	0.64
1	Yes	8,127	34.71
-4	Item not administered: abbreviated interview	237	1.01
-6	Component not applicable	12,279	52.44



-8	Unit non-response	2,515	10.74
-9	Missing	108	0.46
TOTALS		23,415	100.00

Variable Name: P2SAMEJOB1

Record #1, Position: 6333 - 6334, Format: N2.

Variable Label: P2 D06 Parent 1 has same occupation as in base year

Variable Description:

- In [Month and Year of base year interview] you indicated that your job title was: [parent 1's job title in base year]. Is that your [current/most recent] occupation?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current employment status. See the Data File Documentation appendix E for a definition of parent 1. Current was displayed in place of "current/most recent" if parent 1 was currently holding a job; otherwise, most recent was displayed.

Administered To: Respondents who are the same as the base year respondent and who provided an occupation for parent 1 in the base year

Programming Note: This variable was added to support the consistency of job information being carried forward from the BY where parent 1 is the same. This variable is not to be used for analysis by itself as it does not apply to parents new to the first follow-up.

Code	Value Label	Frequency	Percentage
0	No	1,081	4.62
1	Yes	4,085	17.45
-4	Item not administered: abbreviated interview	216	0.92
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	3,112	13.29
-8	Unit non-response	2,515	10.74
-9	Missing	127	0.54
TOTALS		23,415	100.00

Variable Name: P2JOBBDV1

Record #1, Position: 6335 - 6534, Format: A200

Variable Label: P2 D07A Parent 1's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 1. If parent 1 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 1's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents except those who have never held a job for pay and those who are the same as the base year respondent and hold the same job as reported in the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOBBDV1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOBTV1

Record #1, Position: 6535 - 6734, Format: A200

Variable Label: P2 D07B Parent 1's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 1. If parent 1 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 1's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire. Administered To: All respondents except those who have never held a job for pay and those who are the same as the base year respondent and hold the same job as reported in the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOBTV1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOB2ONET1

Record #1, Position: 6735 - 6736, Format: N2.

Variable Label: P2 D07C Parent 1's current/most recent occupation: 2-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 1. If parent 1 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 1's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents except those who have never held a job for pay and those who are the same as the base year respondent and hold the same job as reported in the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOB2ONET1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOB6ONET1

Record #1, Position: 6737 - 6742, Format: N6.

Variable Label: P2 D07D Parent 1's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 1. If parent 1 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 1's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents except those who have never held a job for pay and those who are the same as the base year respondent and hold the same job as reported in the base year

Programming Note: Values have been filled with the response from the base year parent interview when parent 1 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOB6ONET1.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HOURS1

Record #1, Position: 6743 - 6744, Format: N2.

Variable Label: P2 D08 Hours parent 1 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week [do/does/did] [you/he/she] usually work for pay, counting all jobs?  
hours per week

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household and parent 1's current employment status. See the Data File Documentation section 2.2.2 for a definition of parent 1. If parent 1 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 1's most recent job.

Administered To: Respondents who currently hold or had ever held a job

Crossround Note: This variable is a repeat of the BY variable P1HOURS1.

Code	Value Label	Frequency	Percentage
C	0 - 80	7,615	32.52
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	149	0.64
-8	Unit non-response	2,515	10.74
-9	Missing	384	1.64
TOTALS		23,415	100.00

Variable Name: P2HIDEG2

Record #1, Position: 6745 - 6746, Format: N2.

Variable Label: P2 D09 Parent 2's highest degree earned

Variable Description:

- In [Month and Year of base year interview] you indicated [your spouse/your partner/parent 2] had completed [parent 2's highest degree in base year]. Since that time, has [he/she] completed a higher level of education beyond [parent 2's highest degree in base year]?

OR

In [Month and Year of base year interview] you indicated [your spouse/your partner/parent 2] had not completed high school. Since that time, has [he/she] completed high school or a higher level of education beyond high school?

OR

What is the highest level of education [your spouse/your partner/parent 2] has completed?

0=No, [your spouse/your partner/parent 2] has not completed any other degree

1=Less than high school completion

2=Completed a high school diploma, GED, or alternative high school credential

3=Completed a certificate or diploma from a school that provides occupational training

4=Completed an Associate's degree

5=Completed a Bachelor's degree

6=Completed a Master's degree

7=Completed a Ph.D., M.D., law degree, or other high level professional degree

Note: The first version of the question was displayed if the first follow-up parent 2 was the same as the base year parent 2 and he/she had completed high school or a higher level of education in the base year. The second version of the question was displayed if the first follow-up parent 2 was the same as the base year parent 2 and he/she had not completed high school in the base year. The third version of the question was displayed under 3 conditions: 1) if a parent questionnaire was not completed in the base year, 2) if the first follow-up parent 2 was not identified as the same as the base year parent 2, or 3) if the parent 2s were the same but the highest level of education was not collected in the base year. The conditional language in brackets (your spouse/your partner/parent 2) depended on whether parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the education level for parent 2 was provided in base year, the lower level education options were not displayed. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: Base year questionnaire non-respondents with a parent 2; first follow-up respondents who are not the same as the base year respondent and have a parent 2; first follow-up respondents who were also base year respondents, who have a parent 2 who is not the same as the base year parent 2; first follow-up respondents who were also base year respondents, whose parent 2 is the same as the base year parent 2 and reported a highest level of education for parent 2 in the base year less than a PhD, MD, law degree or other high level professional degree.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and the parent has not completed a higher degree than in the base year. Because the response options do not entirely line up from base year to first follow-up, codes were mapped as 1 to 1, 2 to 2, 3 to 4, 4 to 5, 5 to 6, 6 to 6, and 7 to 7.

Crossround Note: This variable is a repeat of the BY variable P1HIDEG2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than high school completion	701	2.99
2	Completed HS diploma/GED/alternative HS credential	2,549	10.89
3	Completed certificate/diploma from school providing occupational training	313	1.34
4	Completed Associate's degree	763	3.26
5	Completed Bachelor's degree	1,347	5.75
6	Completed Master's degree	504	2.15
7	Completed Ph.D./M.D./law degree/other high level professional degree	321	1.37
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,931	8.25
-8	Unit non-response	2,515	10.74
-9	Missing	192	0.82
TOTALS		23,415	100.00

Variable Name: P2HIMAJV2

Record #1, Position: 6747 - 6946, Format: A200

Variable Label: P2 D10A Parent 2's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [his/her/parent 2's] [parent 2's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets (his/her/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Administered To: [0]All respondents with a parent 2 who has completed a postsecondary degree for which a major field of study was not reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJV2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HIMAJ22

Record #1, Position: 6947 - 6948, Format: N2.

Variable Label: P2 D10B Parent 2's major for highest level of education 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was the major field of study for [his/her/parent 2's] [parent 2's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets (his/her/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Administered To: [0]All respondents with a parent 2 who has completed a postsecondary degree for which a major field of study was not reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJ22.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Agriculture, Agriculture Operations, and Related Sciences	58	0.25
9	Communication, Journalism, and Related Programs	40	0.17
11	Computer and Information Sciences and Support Services	142	0.61
12	Personal and Culinary Services	30	0.13
13	Education	227	0.97
14	Engineering	277	1.18

15	Engineering Technologies/Technicians	79	0.34
22	Legal Professions and Studies	87	0.37
24	Liberal Arts and Sciences, General Studies and Humanities	61	0.26
26	Biological and Biomedical Sciences	72	0.31
39	Theology and Religious Vocations	30	0.13
40	Physical Sciences	59	0.25
42	Psychology	49	0.21
43	Security and Protective Services	60	0.26
45	Social Sciences	80	0.34
46	Construction Trades	48	0.20
47	Mechanic and Repair Technologies/Technicians	98	0.42
50	Visual and Performing Arts	64	0.27
51	Health Professions and Related Clinical Sciences	408	1.74
52	Business, Management, Marketing, and Related Support Services	759	3.24
99	Uncodeable	329	1.41
-4	Item not administered: abbreviated interview	131	0.56
-7	Item legitimate skip/NA	19,978	85.32
-9	Missing	249	1.06
TOTALS		23,415	100.00

Variable Name: P2HIMAJ62

Record #1, Position: 6949 - 6955, Format: A7

Variable Label: P2 D10C Parent 2's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the major field of study for [his/her/parent 2's] [parent 2's highest degree in first follow-up]?

Note: Question wording was customized in the survey instrument such that the language in brackets (his/her/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Administered To: [0]All respondents with a parent 2 who has completed a postsecondary degree for which a major field of study was not reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and the parent has not completed a higher degree than in the base year.

Crossround Note: This variable is a repeat of the BY variable P1HIMAJ62.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2STARTDEG2

Record #1, Position: 6956 - 6957, Format: N2.

Variable Label: P2 D11 Parent 2 has started but not completed more advanced degree

Variable Description:

- Has [your spouse/your partner/parent 2] started, but not completed, any work on a degree beyond [a/an] [parent 2's highest degree in first follow-up]?

(If [he/she] has started more than one of the degrees listed below, please select the higher degree.)

1=No, [he/she] has not started any other degree

2=Yes, a certificate or diploma from a school that provides occupational training

3=Yes, an Associate's degree

4=Yes, a Bachelor's degree

5=Yes, a Master's degree

6=Yes, a Ph.D., M.D., law degree, or other high level professional degree

Note: Question/response wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent was the same as the base year respondent and parent 2 was the same as the base year parent 2, and parent 2 had not completed any other degree, the

highest level of education reported in the base year was displayed in place of "parent 2's highest degree in first follow-up." Otherwise, the highest level of education reported in P2HIDE2 was displayed. Only response options representing levels of education higher than the highest degree in the first follow-up were displayed.

Administered To: Respondents with a parent 2 who had not completed a PhD, MD, law degree or other high level professional degree

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and the parent has not started a higher degree than in the base year. Because the response options do not entirely line up from base year to first follow-up, codes were mapped as 1 to 1, 2 to 3, 3 to 4, 4 to 5, 5 to 5, 6 to 6.

Crossround Note: This variable is a repeat of the BY variable P1STARTDEG2.

Code	Value Label	Frequency	Percentage
1	No, Parent 2 has not started any other degree	4,537	19.38
2	Yes, certificate/diploma from school providing occupational training	124	0.53
3	Yes, Associate's degree	487	2.08
4	Yes, Bachelor's degree	410	1.75
5	Yes, Master's degree	187	0.80
6	Yes, Ph.D./M.D./law degree/other high level professional degree	63	0.27
-4	Item not administered: abbreviated interview	321	1.37
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	2,243	9.58
-8	Unit non-response	2,515	10.74
-9	Missing	249	1.06
TOTALS		23,415	100.00

Variable Name: P2JOBNOW2

Record #1, Position: 6958 - 6959, Format: N2.

Variable Label: P2 D12 Parent 2 currently holds a job

Variable Description:

- Does [your spouse/your partner/parent 2] currently hold a job for pay?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Administered To: Respondents with a parent 2

Crossround Note: This variable is a repeat of the BY variable P1JOBNOW2.

Code	Value Label	Frequency	Percentage
0	No	1,091	4.66
1	Yes	5,074	21.67
-4	Item not administered: abbreviated interview	331	1.41
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,931	8.25
-8	Unit non-response	2,515	10.74
-9	Missing	194	0.83
TOTALS		23,415	100.00

Variable Name: P2JOBEVER2

Record #1, Position: 6960 - 6961, Format: N2.

Variable Label: P2 D13 Parent 2 has ever held a job

Variable Description:

- Has [he/she] ever held a job for pay?

1=Yes

0=No

Administered To: Respondents with a parent 2 who was not currently holding a job for pay and either were not the same as the base year respondent, or parent 2 was not the same as the base year parent 2.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same.  
 Crossround Note: This variable is a repeat of the BY variable P1JOBEVER2.

Code	Value Label	Frequency	Percentage
0	No	133	0.57
1	Yes	6,235	26.63
-4	Item not administered: abbreviated interview	207	0.88
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,931	8.25
-8	Unit non-response	2,515	10.74
-9	Missing	115	0.49
TOTALS		23,415	100.00

Variable Name: P2SAMEJOB2

Record #1, Position: 6962 - 6963, Format: N2.

Variable Label: P2 D14 Parent 2 has same occupation as in base year

Variable Description:

- In [Month and Year of base year interview] you indicated that [your spouse's/your partner's/parent 2's] job title was: [parent 2's job title in base year]. Is that [his/her/parent 2's] [current/most recent] occupation?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. Current was displayed in place of "current/most recent" if parent 2 was currently holding a job; otherwise, most recent was displayed.

Administered To: Respondents who are the same as the base year respondent, who have a parent 2 who is the same as the base year parent 2, and who provided an occupation for parent 2 in the base year

Programming Note: This variable was added to support the consistency of job information being carried forward from the BY where parent 2 is the same. This variable is not to be used for analysis by itself as it does not apply to parents new to the first follow-up.

Code	Value Label	Frequency	Percentage
0	No	544	2.32
1	Yes	3,147	13.44
-4	Item not administered: abbreviated interview	138	0.59
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	4,724	20.18
-8	Unit non-response	2,515	10.74
-9	Missing	68	0.29
TOTALS		23,415	100.00

Variable Name: P2JOBBDV2

Record #1, Position: 6964 - 7163, Format: A200

Variable Label: P2 D15B Parent 2's job duties-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours.

What [does/did] [he/she/parent 2] do in that job? That is, what [are/were] [his/her/parent 2's] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household and parent 2's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 2. If parent 2 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 2's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents with a parent 2 except those whose parent 2 has never held a job for pay (or no response provided in P2JOBEVER2) or whose parent 2 is the same as the base year parent 2 and holds the same job reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOBV2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOBT2

Record #1, Position: 7164 - 7363, Format: A200

Variable Label: P2 D15A Parent 2's job title-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours.

What [does/did] [he/she/parent 2] do in that job? That is, what [are/were] [his/her/parent 2's] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household and parent 2's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 2. If parent 2 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 2's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents with a parent 2 except those whose parent 2 has never held a job for pay (or no response provided in P2JOBEVER2) or whose parent 2 is the same as the base year parent 2 and holds the same job reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOBT2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOB2ONET2

Record #1, Position: 7364 - 7365, Format: N2.

Variable Label: P2 D15C Parent 2's current/most recent occupation: 2-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours.

What [does/did] [he/she/parent 2] do in that job? That is, what [are/were] [his/her/parent 2's] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household and parent 2's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 2. If parent 2 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 2's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents with a parent 2 except those whose parent 2 has never held a job for pay (or no response provided in P2JOBEVER2) or whose parent 2 is the same as the base year parent 2 and holds the same job reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOB2ONET2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2JOB6ONET2

Record #1, Position: 7366 - 7371, Format: N6.

Variable Label: P2 D15D Parent 2's current/most recent occupation: 6-digit ONET code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours.



What [does/did] [he/she/parent 2] do in that job? That is, what [are/were] [his/her/parent 2's] main activities or duties?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household and parent 2's current job status. See the Data File Documentation section 2.2.2 for a definition of parent 2. If parent 2 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 2's most recent job. Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: All respondents with a parent 2 except those whose parent 2 has never held a job for pay (or no response provided in P2JOBEVER2) or whose parent 2 is the same as the base year parent 2 and holds the same job reported in the base year.

Programming Note: Values have been filled with the response from the base year parent interview when parent 2 is the same and they indicate having the same job.

Crossround Note: This variable is a repeat of the BY variable P1JOB6ONET2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HOURS2

Record #1, Position: 7372 - 7373, Format: N2.

Variable Label: P2 D16 Hours Parent 2 works/worked per week

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- About how many total hours per week [does/did] [he/she/parent 2] usually work for pay, counting all jobs?  
hours per week

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household and parent 2's current job status. See the Data File Documentation appendix E for a definition of parent 2. If parent 2 was currently holding a job, the question asked about that job; otherwise, the question asked about parent 2's most recent job.

Administered To: Respondents with a parent 2 who was currently holding a job or had ever held a job

Crossround Note: This variable is a repeat of the BY variable P1HOURS2.

Code	Value Label	Frequency	Percentage
C	0 - 80	5,859	25.02
-4	Item not administered: abbreviated interview	331	1.41
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	2,064	8.81
-8	Unit non-response	2,515	10.74
-9	Missing	367	1.57
TOTALS		23,415	100.00

Variable Name: P2INCOME

Record #1, Position: 7374 - 7381, Format: N8.

Variable Label: P2 D17 Household income in 2011-continuous form

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- An important part of this study is understanding how family finances affect teenagers' ability to continue their education after high school. We would like to remind you that the answers you provide will be kept completely confidential.

What was your total household income from all sources prior to taxes and deductions in calendar year 2011? Please include all income such as income from work, investments and alimony.

\$ (Please enter whole numbers only.)

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1INCOME.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2INCOMECAT

Record #1, Position: 7382 - 7383, Format: N2.

Variable Label: P2 D18 Household income in 2011-categorical form

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- We understand that you may not be able to provide an exact number for your family's income.

However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2011. Please include all income such as income from work, investments and alimony.

1=\$15,000 or less

2=\$15,001 - \$35,000

3=\$35,001 - \$55,000

4=\$55,001 - \$75,000

5=\$75,001 - \$95,000

6=\$95,001 - \$115,000

7=\$115,001 - \$135,000

8=\$135,001 - \$155,000

9=\$155,001 - \$175,000

10=\$175,001 - \$195,000

11=\$195,001 - \$215,000

12=\$215,001 - \$235,000

13=More than \$235,000

Note: Item(s) included in the abbreviated paper and pencil questionnaire.

Administered To: Respondents who did not provide a household income in P2 D17

Crossround Note: This variable is a repeat of the BY variable P1INCOMEAT.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2DEPENDNUM

Record #1, Position: 7384 - 7385, Format: N2.

Variable Label: P2 D19 Number of dependents on respondent, parent 1 and parent 2

Variable Description:

- How many people depend on you[ and [your spouse/your partner/parent 2]/ and [you/parent 1] and [your spouse/your partner/parent 2]] for more than half of their financial support? Include dependents who do not live with you.  
dependents

Note: Question wording was customized in the survey instrument such that the language in brackets depended on which adults were in the household.

Administered To: All respondents

Code	Value Label	Frequency	Percentage
C	0 - 9	7,829	33.44
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	319	1.36
TOTALS		23,415	100.00

Variable Name: P2OWNHOME

Record #1, Position: 7386 - 7387, Format: N2.

Variable Label: P2 D20 Home is owned, rented or other arrangement

Variable Description:

- Do you...

1=pay mortgage towards or own your home

2=rent your home or

3=have some other arrangement?

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1OWNHOME.

Code	Value Label	Frequency	Percentage
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1	Pay mortgage towards or own your home	5,656	24.16
2	Rent your home	1,725	7.37
3	Some other arrangement	451	1.93
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	316	1.35
TOTALS		23,415	100.00

Variable Name: P2HISP1

Record #1, Position: 7388 - 7389, Format: N2.

Variable Label: P2 E01 Parent 1 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Are/Is] [you/parent 1] Hispanic or [Latino/Latina]?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who were the same as the base year respondent and provided Hispanicity for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1HISP1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HISPOR1

Record #1, Position: 7390 - 7391, Format: N2.

Variable Label: P2 E02 Parent 1's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Are/Is] [you/he/she]...

1=Mexican, Mexican-American or [Chicano/Chicana]

2=Cuban

3=Dominican

4=Puerto Rican

5=Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran

6=South American such as Colombian, Argentinian, or Peruvian or

7=Other Hispanic or [Latino/Latina]?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation section 2.2.2 for a definition of parent 1.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: Respondents who reported Hispanicity in P2HISP1

Crossround Note: This variable is a repeat of the BY variable P1HISPOR1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2WHITE1

Record #1, Position: 7392 - 7393, Format: N2.

Variable Label: P2 E03A Parent 1 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent 1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

What is [your/parent 1's] race?

White

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered yes to P2HISP1, the first sentence was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided race data for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1WHITE1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2BLACK1

Record #1, Position: 7394 - 7395, Format: N2.

Variable Label: P2 E03B Parent 1 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent 1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

What is [your/parent 1's] race?

Black or African American

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered yes to P2HISP1, the first sentence was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided race data for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1BLACK1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2ASIAN1

Record #1, Position: 7396 - 7397, Format: N2.

Variable Label: P2 E03C Parent 1 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent 1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

What is [your/parent 1's] race?

Asian

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered yes to P2HISP1, the first sentence was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided race data for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1ASIAN1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2PACISLE1

Record #1, Position: 7398 - 7399, Format: N2.

Variable Label: P2 E03D Parent 1 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent 1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

What is [your/parent 1's] race?

Native Hawaiian or other Pacific Islander

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered yes to P2HISP1, the first sentence was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided race data for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1PACISLE1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2AMINDIAN1

Record #1, Position: 7400 - 7401, Format: N2.

Variable Label: P2 E03E Parent 1 is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your/parent 1's] Hispanic background, we would also like to know about [your/his/her] racial background.]

What is [your/parent 1's] race?

American Indian or Alaska Native

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered yes to P2HISP1, the first sentence was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided race data for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1AMINDIAN1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2ASIANOR1

Record #1, Position: 7402 - 7403, Format: N2.

Variable Label: P2 E04 Parent 1's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Are/Is] [you/he/she]...

1=Chinese

2=Filipino

3=Southeast Asian such as Vietnamese or Thai  
 4=South Asian such as Asian Indian or Sri Lankan, or  
 5=Other Asian such as Korean or Japanese?

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: Respondents who reported Asian ethnicity in P2ASIAN1

Crossround Note: This variable is a repeat of the BY variable P1ASIANOR1.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2YRBORN1

Record #1, Position: 7404 - 7407, Format: N4.

Variable Label: P2 E05 Parent 1's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year [were/was] [you/parent 1] born?  
 (Please enter your answer in this format: 19XX)

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided birth year for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1YRBORN1.

Code	Value Label	Frequency	Percentage
C	1948 - 1980	8,162	34.86
-4	Item not administered: abbreviated interview	274	1.17
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	185	0.79
TOTALS		23,415	100.00

Variable Name: P2USBORN1

Record #1, Position: 7408 - 7409, Format: N2.

Variable Label: P2 E06 Parent 1 was born in U.S.

Variable Description:

- [Were/Was] [you/he/she] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

1=United States

2=Puerto Rico or another U.S. territory

3=Another country

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: All respondents except those who are the same as the base year respondent and provided place of birth for parent 1 in the base year

Crossround Note: This variable is a repeat of the BY variable P1USBORN1.

Code	Value Label	Frequency	Percentage
1	United States	6,515	27.82
2	Puerto Rico or another U.S. territory	67	0.29
3	Another country	1,649	7.04
-4	Item not administered: abbreviated interview	272	1.16

-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	118	0.50
TOTALS		23,415	100.00

Variable Name: P2USYR1

Record #1, Position: 7410 - 7413, Format: N4.

Variable Label: P2 E07 Year Parent 1 came to U.S. to stay

Comment: Years before 1973 recoded as 1973, years after 2009 recoded as 2009, and sparse years between 1973 and 2009 recoded to similar years on the public use file.

Variable Description:

- In what year did [you/he/she] come to the [continental] United States to stay permanently?

(Please enter your answer in the following format: 19XX or 20XX)

Note: Question wording was customized in the survey instrument such that the language in brackets depended on whether the parent 1 was the respondent or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 1. If the respondent answered Puerto Rico or another US territory to P2USBORN1, "continental" was displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 1 is the same.

Administered To: Respondents who reported parent 1 was born in Puerto Rico or another country in P2USBORN1

Crossround Note: This variable is a repeat of the BY variable P1USYR1.

Code	Value Label	Frequency	Percentage
C	1973 - 2008	1,636	6.99
-4	Item not administered: abbreviated interview	274	1.17
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,515	27.82
-8	Unit non-response	2,515	10.74
-9	Missing	196	0.84
TOTALS		23,415	100.00

Variable Name: P2HISP2

Record #1, Position: 7414 - 7415, Format: N2.

Variable Label: P2 E08 Parent 2 is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your spouse/your partner/parent 2] Hispanic or [Latino/Latina]?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, whose parent 2 is the same as the base year parent 2, and who provided Hispanicity for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1HISP2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2HISPOR2

Record #1, Position: 7416 - 7417, Format: N2.

Variable Label: P2 E09 Parent 2's Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [he/she/parent 2]...

1=Mexican, Mexican-American or [Chicano/Chicana]

2=Cuban

3=Dominican

4=Puerto Rican

5=Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran

6=South American such as Colombian, Argentinian, or Peruvian or

7=Other Hispanic or [Latino/Latina]?

Note: Question wording was customized in the survey instrument such that the language in brackets (he/she/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: Respondents who reported Hispanicity in P2HISP2

Crossround Note: This variable is a repeat of the BY variable P1HISPOR2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2WHITE2

Record #1, Position: 7418 - 7419, Format: N2.

Variable Label: P2 E10A Parent 2 is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]

What is [your spouse's/your partner's/parent 2's] race?

White

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered yes to P2HISP2, the first sentence of the question was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided race data for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1WHITE2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2BLACK2

Record #1, Position: 7420 - 7421, Format: N2.

Variable Label: P2 E10B Parent 2 is Black/African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]

What is [your spouse's/your partner's/parent 2's] race?

Black or African American

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered yes to P2HISP2, the first sentence of the question was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided race data for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1BLACK2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00



TOTALS		23,415	100.00
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Variable Name: P2ASIAN2

Record #1, Position: 7422 - 7423, Format: N2.

Variable Label: P2 E10C Parent 2 is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]

What is [your spouse's/your partner's/parent 2's] race?

Asian

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered yes to P2HISP2, the first sentence of the question was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided race data for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1ASIAN2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2PACISLE2

Record #1, Position: 7424 - 7425, Format: N2.

Variable Label: P2 E10D Parent 2 is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]

What is [your spouse's/your partner's/parent 2's] race?

Native Hawaiian or other Pacific Islander

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered yes to P2HISP2, the first sentence of the question was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided race data for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1PACISLE2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2AMINDIAN2

Record #1, Position: 7426 - 7427, Format: N2.

Variable Label: P2 E10E Parent 2 is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]

What is [your spouse's/your partner's/parent 2's] race?

American Indian or Alaska Native

0=No

1=Yes

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered yes to P2HISP2, the first sentence of the question was displayed; otherwise, the first sentence was not displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided race data for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1AMINDIAN2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2ASIANOR2

Record #1, Position: 7428 - 7429, Format: N2.

Variable Label: P2 E11 Parent 2's Asian origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [he/she/parent 2]...

1=Chinese

2=Filipino

3=Southeast Asian such as Vietnamese or Thai

4=South Asian such as Asian Indian or Sri Lankan, or

5=Other Asian such as Korean or Japanese?

Note: Question wording was customized in the survey instrument such that the language in brackets (he/she/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation section 2.2.2 for a definition of parent 2.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: Respondents who reported Asian ethnicity in P2ASIAN2

Crossround Note: This variable is a repeat of the BY variable P1ASIANOR2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2YRBORN2

Record #1, Position: 7430 - 7433, Format: N4.

Variable Label: P2 E12 Parent 2's birth year

Comment: Years before 1944 recoded as 1944 and years after 1981 recoded as 1981 on the public use file.

Variable Description:

- In what year was [your spouse/your partner/parent 2] born?

(Please enter your answer in this format: 19XX)

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided birth year for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1YRBORN2.

Code	Value Label	Frequency	Percentage
C	1947 - 1979	6,265	26.76
-4	Item not administered: abbreviated interview	227	0.97
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,931	8.25
-8	Unit non-response	2,515	10.74
-9	Missing	198	0.85
TOTALS		23,415	100.00

Variable Name: P2USBORN2

Record #1, Position: 7434 - 7435, Format: N2.

Variable Label: P2 E13 Parent 2 was born in U.S.

Variable Description:

- Was [your spouse/your partner/parent 2] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

1=United States

2=Puerto Rico or another U.S. territory

3=Another country

Note: Question wording was customized in the survey instrument such that the language in brackets (your spouse/your partner/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: All respondents except those who are the same as the base year respondent, have the same parent 2 as the base year parent 2, and provided place of birth for parent 2 in the base year

Crossround Note: This variable is a repeat of the BY variable P1USBORN2.

Code	Value Label	Frequency	Percentage
1	United States	4,861	20.76
2	Puerto Rico or another U.S. territory	50	0.21
3	Another country	1,446	6.18
-4	Item not administered: abbreviated interview	225	0.96
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	1,931	8.25
-8	Unit non-response	2,515	10.74
-9	Missing	108	0.46
TOTALS		23,415	100.00

Variable Name: P2USYR2

Record #1, Position: 7436 - 7439, Format: N4.

Variable Label: P2 E14 Year Parent 2 came to U.S. to stay

Comment: Years before 1973 recoded as 1973, years after 2009 recoded as 2009, and sparse years between 1973 and 2009 recoded to similar years on the public use file.

Variable Description:

- In what year did [he/she/parent 2] come to the [continental] United States to stay permanently?

(Please enter your answer in the following format: 19XX or 20XX)

Note: Question wording was customized in the survey instrument such that the language in brackets (he/she/parent 2) depended on whether the parent 2 was the respondent's spouse or partner or another parent or guardian in the household. See the Data File Documentation appendix E for a definition of parent 2. If the respondent answered Puerto Rico or another US territory to P2USBORN2, "continental" was displayed.

Programming note: Values have been filled with the response from the base year parent interview when parent 2 is the same.

Administered To: Respondents who reported parent 2 was born in Puerto Rico or another country in P2USBORN2

Crossround Note: This variable is a repeat of the BY variable P1USYR2.

Code	Value Label	Frequency	Percentage
C	1973 - 2008	1,378	5.89
-4	Item not administered: abbreviated interview	228	0.97
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	6,792	29.01
-8	Unit non-response	2,515	10.74
-9	Missing	223	0.95
TOTALS		23,415	100.00

Variable Name: P2USBORNT

Record #1, Position: 7440 - 7441, Format: N2.

Variable Label: P2 E15 Whether teenager was born in the U.S.

Comment: "Puerto Rico or another U.S. territory" recoded as "United States, Puerto Rico or another U.S. territory" on the public use file.

Variable Description:

- Now we have a question about [Teenager].

Was [he/she] born in the United States, in Puerto Rico or another U.S. territory, or in another country?

1=United States

2=Puerto Rico or another U.S. territory

3=Another country

Programming note: Values have been filled with the response from the base year parent interview.

Administered To: All respondents except those for whom their teenager's place of birth was reported in the base year

Crossround Note: This variable is a repeat of the BY variable P1USBORN9.

Code	Value Label	Frequency	Percentage
1	United States, Puerto Rico or another U.S. territory	7,680	32.80
3	Another country	629	2.69
-4	Item not administered: abbreviated interview	234	1.00
-6	Component not applicable	12,279	52.44
-8	Unit non-response	2,515	10.74
-9	Missing	78	0.33
TOTALS		23,415	100.00

Variable Name: P2COUNTRYT

Record #1, Position: 7442 - 7444, Format: N3.

Variable Label: P2 E16 Country in which teenager was born

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which country was [he/she] born?

Programming note: Values have been filled with the response from the base year parent interview.

Administered To: Respondents who reported the teenager was born in another country in P2USBORNT

Crossround Note: This variable is a repeat of the BY variable P1COUNTRY9.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2USYRT

Record #1, Position: 7445 - 7448, Format: N4.

Variable Label: P2 E17 Year teenager came to the U.S. to stay

Comment: Years before 1995 recoded as 1995, 2003 recoded as 2002, and years after 2008 recoded as 2008 on the public use file.

Variable Description:

- In what year did [he/she] come to the [continental] United States to stay permanently?

(Please enter your answer in the following format: 19XX or 20XX)

Note: Question wording was customized in the survey instrument such that "continental" displayed if the respondent answered Puerto Rico or another US territory to P2USBORNT.

Programming note: Values have been filled with the response from the base year parent interview.

Administered To: Respondents with teenagers born in Puerto Rico, another U.S. territory, or another country outside the United States

Crossround Note: This variable is a repeat of the BY variable P1USBORN9.

Code	Value Label	Frequency	Percentage
C	1995 - 2008	638	2.72
-4	Item not administered: abbreviated interview	234	1.00
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	7,657	32.70
-8	Unit non-response	2,515	10.74
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: P2USGRADE

Record #1, Position: 7449 - 7450, Format: N2.

Variable Label: P2 E18 Grade level teenager was placed in when started school in U.S.

Comment: "8th grade" recoded as "7th or 8th grade" on the public use file.

Variable Description:

- In what grade was [Teenager] placed when [he/she] started school in the United States?

1=Prekindergarten

2=Kindergarten

3=1st grade

4=2nd grade

5=3rd grade

6=4th grade

7=5th grade

8=6th grade

9=7th grade

10=8th grade

11=9th grade

Administered To: Respondents with teenagers born in Puerto Rico, another U.S. territory, or another country outside the United States

Crossround Note: This variable is a repeat of the BY variable P1USGRADE.

Code	Value Label	Frequency	Percentage
1	Prekindergarten	151	0.64
2	Kindergarten	163	0.70
3	1st grade	49	0.21
4	2nd grade	43	0.18
5	3rd grade	36	0.15
6	4th grade	34	0.15
7	5th grade	36	0.15
8	6th grade	38	0.16
9	7th or 8th grade	58	0.25
11	9th grade	30	0.13
-4	Item not administered: abbreviated interview	234	1.00
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	7,666	32.74
-8	Unit non-response	2,515	10.74
-9	Missing	83	0.35
TOTALS		23,415	100.00

Variable Name: P2HOMELANG

Record #1, Position: 7451 - 7452, Format: N2.

Variable Label: P2 E19 Language other than English is regularly spoken in home

Variable Description:

- Is any language other than English regularly spoken in your home?

1=Yes

0=No

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1HOMELANG.

Code	Value Label	Frequency	Percentage
0	No	5,894	25.17
1	Yes	1,838	7.85
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44

-8	Unit non-response	2,515	10.74
-9	Missing	416	1.78
TOTALS		23,415	100.00

Variable Name: P2SPANISH

Record #1, Position: 7453 - 7454, Format: N2.

Variable Label: P2 E20A Spanish is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

Spanish

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1SPANISH.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2EUROLANG

Record #1, Position: 7455 - 7456, Format: N2.

Variable Label: P2 E20B Other European language is regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A European language other than Spanish such as French, German or Russian

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1EUROLANG.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2CHINESE

Record #1, Position: 7457 - 7458, Format: N2.

Variable Label: P2 E20C Chinese language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A Chinese language

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1CHINESE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2FILIPINO

Record #1, Position: 7459 - 7460, Format: N2.

Variable Label: P2 E20D Filipino language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A Filipino language

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1FILIPINO.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SEASIAN

Record #1, Position: 7461 - 7462, Format: N2.

Variable Label: P2 E20E Southeast Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A Southeast Asian language such as Vietnamese, Thai or Cambodian

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1SEASIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2SASIAN

Record #1, Position: 7463 - 7464, Format: N2.

Variable Label: P2 E20F South Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A South Asian language such as Hindi or Tamil

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1SASIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2OTHRASIAN

Record #1, Position: 7465 - 7466, Format: N2.

Variable Label: P2 E20G Other Asian language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

Another Asian language such as Japanese or Korean

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1OTHRASIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2MIDEAST

Record #1, Position: 7467 - 7468, Format: N2.

Variable Label: P2 E20H Middle Eastern language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

A Middle Eastern language such as Arabic or Farsi

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1MIDEAST.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2OTHLANG

Record #1, Position: 7469 - 7470, Format: N2.

Variable Label: P2 E20I Other language regularly spoken in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What languages other than English are regularly spoken in your home?

Another language

0=No

1=Yes

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1OTHLANG.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2ENGLISH

Record #1, Position: 7471 - 7472, Format: N2.

Variable Label: P2 E21 English is regularly spoken in home

Variable Description:

- Is English also regularly spoken in your home?

1=Yes

0=No

Administered To: Respondents who have languages other than English regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1ENGLISH.

Code	Value Label	Frequency	Percentage
0	No	191	0.82
1	Yes	1,639	7.00
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	5,894	25.17
-8	Unit non-response	2,515	10.74
-9	Missing	424	1.81
TOTALS		23,415	100.00

Variable Name: P2RSPLANG

Record #1, Position: 7473 - 7474, Format: N2.

Variable Label: P2 E22 Language respondent usually speaks to teenager in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:



- What language do you usually speak to [Teenager] in your home?

0=English

1=Spanish

2=A European language other than Spanish (such as French, German or Russian)

3=A Chinese language

4=A Filipino language

5=A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

6=A South Asian language (such as Hindi or Tamil)

7=An Asian language (such as Japanese or Korean)

8=A Middle Eastern language (such as Arabic or Farsi)

9=Another language

Note: Only the languages that the respondent reported being spoken in the home were displayed as response options.

Administered To: Respondents who have more than one language regularly spoken in their home

Crossround Note: This variable is a repeat of the BY variable P1RSPLANG.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2LANGTEEN

Record #1, Position: 7475 - 7476, Format: N2.

Variable Label: P2 E23 Language teenager usually speaks to respondent in home

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What language does [he/she] usually speak to you in your home?

0=English

1=Spanish

2=A European language other than Spanish (such as French, German or Russian)

3=A Chinese language

4=A Filipino language

5=A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)

6=A South Asian language (such as Hindi or Tamil)

7=An Asian language (such as Japanese or Korean)

8=A Middle Eastern language (such as Arabic or Farsi)

9=Another language

Note: Only the languages that the respondent reported being spoken in the home were displayed as response options.

Administered To: Respondents who have more than one language regularly spoken in their home

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2QHELP

Record #1, Position: 7477 - 7478, Format: N2.

Variable Label: P2 F01 Respondent received help completing the questionnaire

Variable Description:

- [Besides me,] did anyone help you complete this questionnaire?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the language in brackets was displayed if the interview was completed over the phone.

Administered To: All respondents

Crossround Note: This variable is a repeat of the BY variable P1QHELP.

Code	Value Label	Frequency	Percentage
0	No	7,492	32.00
1	Yes	355	1.52
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44

-8	Unit non-response	2,515	10.74
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: P2QHELP1

Record #1, Position: 7479 - 7480, Format: N2.

Variable Label: P2 F02A Teenager helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

[Teenager]

0=No

1=Yes

Administered To: Respondents who received help completing the questionnaire

Crossround Note: This variable is a repeat of the BY variable P1QHELP1.

Code	Value Label	Frequency	Percentage
0	No	194	0.83
1	Yes	161	0.69
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	7,492	32.00
-8	Unit non-response	2,515	10.74
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: P2QHELP2

Record #1, Position: 7481 - 7482, Format: N2.

Variable Label: P2 F02B Other family member helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

Another family member

0=No

1=Yes

Administered To: Respondents who received help completing the questionnaire

Crossround Note: This variable is a repeat of the BY variable P1QHELP2.

Code	Value Label	Frequency	Percentage
0	No	214	0.91
1	Yes	141	0.60
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	7,492	32.00
-8	Unit non-response	2,515	10.74
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: P2QHELP3

Record #1, Position: 7483 - 7484, Format: N2.

Variable Label: P2 F02C Respondent's friend helped respondent complete questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Who helped you complete this questionnaire?

One of your friends

0=No

1=Yes

Administered To: Respondents who received help completing the questionnaire

Crossround Note: This variable is a repeat of the BY variable P1QHELP3.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: P2QHELP4

Record #1, Position: 7485 - 7486, Format: N2.

Variable Label: P2 F02D Someone else helped respondent complete questionnaire

Variable Description:

- Who helped you complete this questionnaire?

Another person

0=No

1=Yes

Administered To: Respondents who received help completing the questionnaire

Crossround Note: This variable is a repeat of the BY variable P1QHELP4.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	294	1.26
1	Yes	61	0.26
-4	Item not administered: abbreviated interview	473	2.02
-6	Component not applicable	12,279	52.44
-7	Item legitimate skip/NA	7,492	32.00
-8	Unit non-response	2,515	10.74
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: M1SEX

Record #1, Position: 7487 - 7488, Format: N2.

Variable Label: M1 A01 Math teacher's sex

Variable Description:

- [We would like to confirm your sex.]

Are you male or female?

Male

Female

Note: Bracketed text above was used for telephone interviews only; it was not displayed in web self-administered interviews.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Male	6,732	28.75
2	Female	10,338	44.15
-8	Unit non-response/component not applicable	6,345	27.10
TOTALS		23,415	100.00

Variable Name: M1HISP

Record #1, Position: 7489 - 7490, Format: N2.

Variable Label: M1 A02 Math teacher is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or [Latino/Latina] origin?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: M1WHITE

Record #1, Position: 7491 - 7492, Format: N2.

Variable Label: M1 A03A Math teacher is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1BLACK

Record #1, Position: 7493 - 7494, Format: N2.

Variable Label: M1 A03B Math teacher is Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1ASIAN

Record #1, Position: 7495 - 7496, Format: N2.

Variable Label: M1 A03C Math teacher is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1PACISLE

Record #1, Position: 7497 - 7498, Format: N2.

Variable Label: M1 A03D Math teacher is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1AMINDIAN

Record #1, Position: 7499 - 7500, Format: N2.

Variable Label: M1 A03E Math teacher is American Indian/Alaskan Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIDEG

Record #1, Position: 7501 - 7502, Format: N2.

Variable Label: M1 A04 Math teacher's highest degree earned

Comment: "Associate's degree" recoded as "Bachelor's degree" on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
3	Bachelor's degree	8,444	36.06
4	Master's degree	8,028	34.29
5	Educational Specialist diploma	376	1.61
6	Ph.D./M.D./law degree/other prof degree	219	0.94
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3	0.01

TOTALS		23,415	100.00
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Variable Name: M1HIDEGYR

Record #1, Position: 7503 - 7506, Format: N4.

Variable Label: M1 A05 Year math teacher earned highest degree

Comment: Years less than 1972 recoded as 1972 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
C	1972 - 2009	17,013	72.66
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	57	0.24
TOTALS		23,415	100.00

Variable Name: M1HIDEIPEDS

Record #1, Position: 7507 - 7512, Format: N6.

Variable Label: M1 A06B IPEDS ID of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIDEGST

Record #1, Position: 7513 - 7514, Format: N2.

Variable Label: M1 A06D State of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIDEGLEVEL

Record #1, Position: 7515 - 7516, Format: N2.

Variable Label: M1 A06E Level of math teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIDEGCONT

Record #1, Position: 7517 - 7518, Format: N2.

Variable Label: M1 A06F Control of math teacher's highest degree institution

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	10,579	45.18
2	Private, not-for-profit	4,690	20.03
3	Private, for-profit	541	2.31
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,260	5.38
TOTALS		23,415	100.00

Variable Name: M1HIDEGSCHED

Record #1, Position: 7519 - 7520, Format: N2.

Variable Label: M1 A07 Math teacher's highest degree degree awarded by education department

Variable Description:

- Was this [highest degree earned] awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned', and such that the actual institution attended was used in place of 'institution name'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,422	23.16
1	Yes	11,498	49.11
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	150	0.64
TOTALS		23,415	100.00

Variable Name: M1HIMAJV

Record #1, Position: 7521 - 7560, Format: A40

Variable Label: M1 A08A Math teacher's major for highest degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIMAJ6

Record #1, Position: 7561 - 7567, Format: A7

Variable Label: M1 A08C Math teacher's major for highest degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1HIMAJ2

Record #1, Position: 7568 - 7569, Format: N2.

Variable Label: M1 A08B Math teacher's major for highest degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
11	Computer and Information Sciences and Support Services	148	0.63
13	Education	10,789	46.08
14	Engineering	487	2.08
24	Liberal Arts and Sciences, General Studies and Humanities	95	0.41
27	Mathematics and Statistics	2,980	12.73
31	Parks, Recreation, Leisure, and Fitness Studies	129	0.55
40	Physical Sciences	177	0.76
42	Psychology	192	0.82
45	Social Sciences	188	0.80
52	Business, Management, Marketing, and Related Support Services	961	4.10
99	Uncodeable	897	3.83
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: M1BAYR

Record #1, Position: 7570 - 7573, Format: N4.

Variable Label: M1 A09 Year math teacher earned Bachelor's degree

Comment: Years less than 1968 recoded as 1968 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your Bachelor's degree?

Note: M1BAYR was logically imputed to M1HIDEGYR for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1968 - 2009	17,012	72.65
-7	Item legitimate skip/NA	5	0.02
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	53	0.23
TOTALS		23,415	100.00

Variable Name: M1BAIPEDS

Record #1, Position: 7574 - 7579, Format: N6.

Variable Label: M1 A10B IPEDS ID of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?



Note: M1BAIPEDS was logically imputed to M1HIDEIPEDS for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: M1BAST

Record #1, Position: 7580 - 7581, Format: N2.

Variable Label: M1 A10D State of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BAST was logically imputed to M1HIDEGST for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: M1BALEVEL

Record #1, Position: 7582 - 7583, Format: N2.

Variable Label: M1 A10E Level of math teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BALEVEL was logically imputed to M1HIDELEVEL for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: M1BACONT

Record #1, Position: 7584 - 7585, Format: N2.

Variable Label: M1 A10F Control of math teacher's BA/BS institution

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: M1BACONT was logically imputed to M1HIDEGCONT for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	11,265	48.11
2	Private, not-for-profit	4,517	19.29
3	Private, for-profit	222	0.95
-7	Item legitimate skip/NA	5	0.02
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,061	4.53
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: M1BASCHED

Record #1, Position: 7586 - 7587, Format: N2.

Variable Label: M1 A11 Math teacher's BA/BS degree awarded by education department

Variable Description:

- Was this Bachelor's degree awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual institution attended was used in place of 'institution name'. M1BASCHED was logically imputed to M1HIDEGSCHED for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,271	35.32
1	Yes	8,632	36.87
-7	Item legitimate skip/NA	5	0.02
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	162	0.69
TOTALS		23,415	100.00

Variable Name: M1BAMAJV

Record #1, Position: 7588 - 7627, Format: A40

Variable Label: M1 A12A Math teacher's major for BA/BS-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJV was logically imputed to M1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1BAMAJ6

Record #1, Position: 7628 - 7634, Format: A7

Variable Label: M1 A12C Math teacher's major for BA/BS 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJ6 was logically imputed to M1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: M1BAMAJ2

Record #1, Position: 7635 - 7636, Format: N2.

Variable Label: M1 A12B Math teacher's major for BA/BS 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: M1BAMAJ2 was logically imputed to M1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
11	Computer and Information Sciences and Support Services	172	0.73
13	Education	7,367	31.46
14	Engineering	798	3.41

24	Liberal Arts and Sciences, General Studies and Humanities	165	0.70
27	Mathematics and Statistics	5,166	22.06
31	Parks, Recreation, Leisure, and Fitness Studies	140	0.60
40	Physical Sciences	296	1.26
42	Psychology	263	1.12
45	Social Sciences	342	1.46
52	Business, Management, Marketing, and Related Support Services	1,113	4.75
99	Uncodeable	1,216	5.19
-7	Item legitimate skip/NA	5	0.02
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: M1STARTDEG

Record #1, Position: 7637 - 7638, Format: N2.

Variable Label: M1 A13 Math teacher has started but not completed more advanced degree

Comment: "Started but not completed BA degree" recoded as missing on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?  
(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	11,996	51.23
4	Started but not completed MA degree	3,512	15.00
5	Started not completed Educ Spec diploma	684	2.92
6	Started but not completed a PhD/MD/etc	526	2.25
-7	Item legitimate skip/NA	219	0.94
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	133	0.57
TOTALS		23,415	100.00

Variable Name: M1ALGEBRA

Record #1, Position: 7639 - 7640, Format: N2.

Variable Label: M1 A14A Math teacher took college-level algebra course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,740	7.43
1	Yes	15,289	65.30
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1APPLIEDMTH

Record #1, Position: 7641 - 7642, Format: N2.

Variable Label: M1 A14B Math teacher took college-level applied mathematics course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,424	44.52
1	Yes	6,605	28.21
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1CALCULUS

Record #1, Position: 7643 - 7644, Format: N2.

Variable Label: M1 A14C Math teacher took college-level calculus/analysis/differential equations

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,339	5.72
1	Yes	15,690	67.01
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1DISCRETE

Record #1, Position: 7645 - 7646, Format: N2.

Variable Label: M1 A14D Math teacher took college-level discrete math/combinatorics/graph theory

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	7,444	31.79
1	Yes	9,585	40.94
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1FOUNDATION

Record #1, Position: 7647 - 7648, Format: N2.

Variable Label: M1 A14E Math teacher took college-level math foundations/history/philosophy/logic

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6,741	28.79
1	Yes	10,288	43.94
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1GEOMETRY

Record #1, Position: 7649 - 7650, Format: N2.

Variable Label: M1 A14F Math teacher took college-level geometry/trigonometry/topology course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?

(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic  
 Geometry, Trigonometry, or Topology  
 Number theory  
 Probability or Statistics  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,241	13.84
1	Yes	13,788	58.89
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1NUMBERTH

Record #1, Position: 7651 - 7652, Format: N2.

Variable Label: M1 A14G Math teacher took college-level number theory course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?  
 (check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,494	36.28
1	Yes	8,535	36.45
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1STATS

Record #1, Position: 7653 - 7654, Format: N2.

Variable Label: M1 A14H Math teacher took college-level probability or statistics course(s)

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?  
 (check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,464	10.52
1	Yes	14,565	62.20

-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1NOMATH

Record #1, Position: 7655 - 7656, Format: N2.

Variable Label: M1 A14I Math teacher did not take any of these college-level math courses

Variable Description:

- In which of the following branches of math have you taken one or more college-level courses?  
(check all that apply.)

Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields

Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics

Calculus, Analysis, or Differential equations

Discrete mathematics, Combinatorics, or Graph theory

Foundations, Philosophy, History of mathematics, or Logic

Geometry, Trigonometry, or Topology

Number theory

Probability or Statistics

None of the these

Code	Value Label	Frequency	Percentage
0	No	16,744	71.51
1	Yes	285	1.22
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: M1MATHJOB

Record #1, Position: 7657 - 7658, Format: N2.

Variable Label: M1 A15 Math teacher held math-related job prior to becoming a teacher

Variable Description:

- Did you work in a job in which you used college-level math before becoming a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	13,928	59.48
1	Yes	3,108	13.27
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	34	0.15
TOTALS		23,415	100.00

Variable Name: M1ALTCERT

Record #1, Position: 7659 - 7660, Format: N2.

Variable Label: M1 A16 Math teacher entered profession via alternative certification program

Variable Description:

- Did you enter teaching through an alternative certification program?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	13,731	58.64
1	Yes	3,263	13.94
-8	Unit non-response/component not applicable	6,345	27.10

-9	Missing	76	0.32
TOTALS		23,415	100.00

Variable Name: M1CERTTYPE

Record #1, Position: 7661 - 7662, Format: N2.

Variable Label: M1 A17 Type of math teaching certificate currently held by math teacher

Variable Description:

- Which of the following describes the math teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate

Certificate issued after satisfying all requirements except the completion of a probationary teaching period

Certificate that requires some additional coursework or passing a test

Certificate issued to persons who must complete a certification program in order to continue teaching

You do not hold any of these certifications in this state

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
1	Regular state cert/adv prof certificate	13,577	57.98
2	Certificate issued w/probationary period	774	3.31
3	Cert requiring additional coursewrk/test	861	3.68
4	Cert issued; must complete cert program	527	2.25
5	Holds none of these certs in this state	1,304	5.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: M1CERTK5

Record #1, Position: 7663 - 7664, Format: N2.

Variable Label: M1 A18A Math teacher certified to teach math to grades K-5

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?

(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	14,231	60.78
1	Yes	1,466	6.26
-7	Item legitimate skip/NA	1,304	5.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: M1CERT68

Record #1, Position: 7665 - 7666, Format: N2.

Variable Label: M1 A18B Math teacher certified to teach math to grades 6-8

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?

(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,950	21.14
1	Yes	10,747	45.90
-7	Item legitimate skip/NA	1,304	5.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: M1CERT912

Record #1, Position: 7667 - 7668, Format: N2.

Variable Label: M1 A18C Math teacher certified to teach math to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach math in [your state]?  
(check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grade (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	212	0.91
1	Yes	15,485	66.13
-7	Item legitimate skip/NA	1,304	5.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	69	0.29
TOTALS		23,415	100.00

Variable Name: M1MTHYRS912

Record #1, Position: 7669 - 7670, Format: N2.

Variable Label: M1 A19 Years math teacher has taught high school math

Comment: Years more than 31 recoded as 31 on the public use file.

Variable Description:

- Including this school year, how many years have you taught high school (grades 9-12) math at any school?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1 - 31	17,020	72.69
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: M1TCHYRK8

Record #1, Position: 7671 - 7672, Format: N2.

Variable Label: M1 A20A Years math teacher has taught any subject to grade levels K-8

Comment: Years more than 16 recoded as 16 on the public use file.

Variable Description:

- The next two questions are about your years teaching math or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 16	15,485	66.13
-8	Unit non-response/component not applicable	6,345	27.10

-9	Missing	1,585	6.77
TOTALS		23,415	100.00

Variable Name: M1TCHYR912

Record #1, Position: 7673 - 7674, Format: N2.

Variable Label: M1 A20B Years math teacher has taught any subject to grade levels 9-12

Comment: Years more than 31 recoded as 31 on the public use file.

Variable Description:

- The next two questions are about your years teaching math or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	1 - 31	16,804	71.77
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	266	1.14
TOTALS		23,415	100.00

Variable Name: M1SCHYRS

Record #1, Position: 7675 - 7676, Format: N2.

Variable Label: M1 A21 Years math teacher has taught any subject/grade at current school

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- Including this school year, how many years have you taught any subject at any grade level at [your school]?

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 26	17,034	72.75
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	36	0.15
TOTALS		23,415	100.00

Variable Name: M1PENSION

Record #1, Position: 7677 - 7678, Format: N2.

Variable Label: M1 A22 Math teacher collecting from teacher retirement system/401(k)/403(b)

Variable Description:

- Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	13,749	58.72
1	Yes	3,182	13.59
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	139	0.59
TOTALS		23,415	100.00

Variable Name: M1TEACHING

Record #1, Position: 7679 - 7680, Format: N2.

Variable Label: M1 B01A Math teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	9,734	41.57
2	Agree	5,632	24.05
3	Disagree or strongly disagree	332	1.42
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,372	5.86
TOTALS		23,415	100.00

Variable Name: M1LEARNING

Record #1, Position: 7681 - 7682, Format: N2.

Variable Label: M1 B01B Math teachers in the school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	9,145	39.06
2	Agree	6,016	25.69
3	Disagree or strongly disagree	526	2.25
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,383	5.91
TOTALS		23,415	100.00

Variable Name: M1BELIEVE

Record #1, Position: 7683 - 7684, Format: N2.

Variable Label: M1 B01C Math teachers in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,343	22.82
2	Agree	8,615	36.79
3	Disagree or strongly disagree	1,666	7.12
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,446	6.18
TOTALS		23,415	100.00

Variable Name: M1CLEARGOALS

Record #1, Position: 7685 - 7686, Format: N2.

Variable Label: M1 B01D Math teachers in this school make goals clear to students

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

make expectations for instructional goals clear to students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,930	33.87
2	Agree	7,336	31.33
3	Disagree or strongly disagree	426	1.82
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,378	5.89
TOTALS		23,415	100.00

Variable Name: M1GIVEUP

Record #1, Position: 7687 - 7688, Format: N2.

Variable Label: M1 B01E Math teachers in this school have given up on some students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	330	1.41
2	Agree	4,498	19.21
3	Disagree	7,413	31.66
4	Strongly disagree	3,445	14.71
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,384	5.91
TOTALS		23,415	100.00

Variable Name: M1CARE

Record #1, Position: 7689 - 7690, Format: N2.

Variable Label: M1 B01F Math teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
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2	Strongly agree or agree	555	2.37
3	Disagree	5,573	23.80
4	Strongly disagree	9,550	40.79
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,392	5.94
TOTALS		23,415	100.00

Variable Name: M1EXPECT

Record #1, Position: 7691 - 7692, Format: N2.

Variable Label: M1 B01G Math teachers in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...  
expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	723	3.09
3	Disagree	5,434	23.21
4	Strongly disagree	9,496	40.56
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,417	6.05
TOTALS		23,415	100.00

Variable Name: M1WORKHARD

Record #1, Position: 7693 - 7694, Format: N2.

Variable Label: M1 B01H Math teachers in the school work hard to make sure all students learn

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school math teachers at your school. High school math teachers at your school...  
work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	8,019	34.25
2	Agree	6,910	29.51
3	Disagree	555	2.37
4	Strongly disagree	198	0.85
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,388	5.93
TOTALS		23,415	100.00

Variable Name: M1COURSE

Record #1, Position: 7695 - 7696, Format: N2.

Variable Label: M1 B02 Student's fall 2009 math course - categorized

Comment: "Trigonometry" and "Statistics or Probability" recoded to "Other math" on the public use file.

Variable Description:

- The following questions are about the [fall 2009 math course] you are teaching.

[if web interview: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]

[if phone interview: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

Pre-Algebra  
 Algebra I, part 1 or part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Analytic Geometry  
 Trigonometry  
 Pre-calculus  
 Calculus  
 Integrated Math I  
 Integrated Math II or above  
 Review or Remedial Math  
 Statistics or Probability  
 Other math

Note: Question wording was customized in the survey instrument based on interview mode, as indicated above; question wording was also customized such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	Pre-Algebra	565	2.41
2	Review or Remedial Math	222	0.95
3	Algebra I, part 1 or part 2	1,799	7.68
4	Algebra I	6,000	25.62
5	Algebra II	842	3.60
6	Geometry	2,807	11.99
8	Analytic Geometry	101	0.43
10	Other adv math, e.g. Pre-calc or Calc	69	0.29
11	Integrated Math I	616	2.63
12	Integrated Math II or above	127	0.54
13	Other math	218	0.93
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,704	15.82
TOTALS		23,415	100.00

Variable Name: M1ACHIEVE

Record #1, Position: 7697 - 7698, Format: N2.

Variable Label: M1 B03 Achievement of students in math course compared w/ average 9th grader

Variable Description:

- Which of the following best describes the achievement level of students in [fall 2009 math course] compared with the average 9th grade student in this school?

Higher achievement levels  
 Average achievement levels  
 Lower achievement levels  
 Widely differing achievement levels

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	Higher achievement levels	3,719	15.88
2	Average achievement levels	5,743	24.53
3	Lower achievement levels	2,655	11.34

4	Widely differing achievement levels	1,200	5.12
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,753	16.03
TOTALS		23,415	100.00

Variable Name: M1UNPREPCT

Record #1, Position: 7699 - 7700, Format: N2.

Variable Label: M1 B04 Percentage of students in math course that are unprepared

Variable Description:

- About what percentage of the students in [fall 2009 math course] are not adequately prepared to tackle the material you cover?
- 25% or less
- 26% to 50%
- 51% to 75%
- More than 75%

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	25% or less	8,245	35.21
2	26% to 50%	3,208	13.70
3	51% to 75%	1,321	5.64
4	More than 75%	466	1.99
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,830	16.36
TOTALS		23,415	100.00

Variable Name: M1GROUP

Record #1, Position: 7701 - 7702, Format: N2.

Variable Label: M1 B05 Math teacher has students work in small groups

Variable Description:

- Do you have students in your [fall 2009 math course] work in small groups?
- Yes
- Not currently, but you plan to at some point during this course
- No

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
0	No	1,759	7.51
1	Yes	9,983	42.64
2	Not currently, but plan to during course	1,541	6.58
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,787	16.17
TOTALS		23,415	100.00

Variable Name: M1ASSIGN

Record #1, Position: 7703 - 7704, Format: N2.

Variable Label: M1 B06 How math teacher assigns students to small groups

Variable Description:

- Primarily, how do you [plan to] assign students to groups in [fall 2009 math course]?
- Intentionally create groups so students will be of similar ability levels
- Intentionally create groups so students will be of different ability levels
- Create groups without regard to ability level such as alphabetically or randomly
- Groups will be chosen by the students

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'; question wording was also customized such that 'plan to' was

used in cases where the teacher respondent indicated they did not currently have students work in small groups, but planned to at some point during the course.

Code	Value Label	Frequency	Percentage
1	Create groups of similar ability levels	847	3.62
2	Create groups of different ability levels	6,204	26.50
3	Create groups w/o regard to ability level	1,887	8.06
4	Groups chosen by the students	2,551	10.89
-7	Item legitimate skip/NA	1,759	7.51
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,822	16.32
TOTALS		23,415	100.00

Variable Name: M1INTEREST

Record #1, Position: 7705 - 7706, Format: N2.

Variable Label: M1 B07A Math teacher's emphasis on increasing students' interest in math

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Increasing students' interest in mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	1,717	7.33
3	Moderate emphasis	6,997	29.88
4	Heavy emphasis	4,582	19.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,774	16.12
TOTALS		23,415	100.00

Variable Name: M1CONCEPTS

Record #1, Position: 7707 - 7708, Format: N2.

Variable Label: M1 B07B Math teacher's emphasis on teaching math concepts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students mathematical concepts

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	58	0.25
3	Moderate emphasis	1,945	8.31
4	Heavy emphasis	11,257	48.08
-8	Unit non-response/component not applicable	6,345	27.10



-9	Missing	3,810	16.27
TOTALS		23,415	100.00

Variable Name: M1ALGORITHM

Record #1, Position: 7709 - 7710, Format: N2.

Variable Label: M1 B07C Math teacher's emphasis on teaching math algorithms/procedures

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students mathematical algorithms or procedures

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	118	0.50
2	Minimal emphasis	854	3.65
3	Moderate emphasis	5,283	22.56
4	Heavy emphasis	7,025	30.00
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,790	16.19
TOTALS		23,415	100.00

Variable Name: M1COMPSKILLS

Record #1, Position: 7711 - 7712, Format: N2.

Variable Label: M1 B07D Math teacher's emphasis on developing computational skills

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Developing students' computational skills

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	112	0.48
2	Minimal emphasis	1,683	7.19
3	Moderate emphasis	5,333	22.78
4	Heavy emphasis	6,148	26.26
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,794	16.20
TOTALS		23,415	100.00

Variable Name: M1PROBLEM

Record #1, Position: 7713 - 7714, Format: N2.

Variable Label: M1 B07E Math teacher's emphasis on developing problem solving skills

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Developing students' problem solving skills

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	314	1.34
3	Moderate emphasis	4,007	17.11
4	Heavy emphasis	8,958	38.26
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,791	16.19
TOTALS		23,415	100.00

Variable Name: M1REASON

Record #1, Position: 7715 - 7716, Format: N2.

Variable Label: M1 B07F Math teacher's emphasis on reasoning mathematically

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to reason mathematically

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	405	1.73
3	Moderate emphasis	4,082	17.43
4	Heavy emphasis	8,795	37.56
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,788	16.18
TOTALS		23,415	100.00

Variable Name: M1IDEAS

Record #1, Position: 7717 - 7718, Format: N2.

Variable Label: M1 B07G Math teacher's emphasis on connecting math ideas

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students how mathematics ideas connect with one another

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	624	2.66
3	Moderate emphasis	4,947	21.13
4	Heavy emphasis	7,704	32.90

-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,795	16.21
TOTALS		23,415	100.00

Variable Name: M1PREPARE

Record #1, Position: 7719 - 7720, Format: N2.

Variable Label: M1 B07H Math teacher's emphasis on preparation for further math study

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Preparing students for further study in mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	85	0.36
2	Minimal emphasis	711	3.04
3	Moderate emphasis	4,336	18.52
4	Heavy emphasis	8,149	34.80
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,789	16.18
TOTALS		23,415	100.00

Variable Name: M1LOGIC

Record #1, Position: 7721 - 7722, Format: N2.

Variable Label: M1 B07I Math teacher's emphasis on logical structure of mathematics

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students the logical structure of mathematics

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	75	0.32
2	Minimal emphasis	1,505	6.43
3	Moderate emphasis	5,863	25.04
4	Heavy emphasis	5,752	24.57
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,875	16.55
TOTALS		23,415	100.00

Variable Name: M1HISTORY

Record #1, Position: 7723 - 7724, Format: N2.

Variable Label: M1 B07J Math teacher's emphasis on history and nature of math

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the history and nature of mathematics

- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	1,473	6.29
2	Minimal emphasis	7,401	31.61
3	Moderate emphasis	3,582	15.30
4	Heavy emphasis	788	3.37
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,826	16.34
TOTALS		23,415	100.00

Variable Name: M1EXPLAIN

Record #1, Position: 7725 - 7726, Format: N2.

Variable Label: M1 B07K Math teacher's emphasis on effectively explaining math ideas

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to explain ideas in mathematics effectively

- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	77	0.33
2	Minimal emphasis	1,410	6.02
3	Moderate emphasis	6,370	27.20
4	Heavy emphasis	5,395	23.04
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,818	16.31
TOTALS		23,415	100.00

Variable Name: M1BUSINESS

Record #1, Position: 7727 - 7728, Format: N2.

Variable Label: M1 B07L Math teacher's emphasis on business/industry applications of math

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students how to apply mathematics in business and industry

- No emphasis
- Minimal Emphasis
- Moderate Emphasis
- Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	465	1.99

2	Minimal emphasis	4,009	17.12
3	Moderate emphasis	6,148	26.26
4	Heavy emphasis	2,633	11.24
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,815	16.29
TOTALS		23,415	100.00

Variable Name: M1COMPUTE

Record #1, Position: 7729 - 7730, Format: N2.

Variable Label: M1 B07M Math teacher's emphasis on speedy/accurate computations

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Teaching students to perform computations with speed and accuracy

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	265	1.13
2	Minimal emphasis	2,975	12.71
3	Moderate emphasis	6,251	26.70
4	Heavy emphasis	3,771	16.11
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,808	16.26
TOTALS		23,415	100.00

Variable Name: M1TEST

Record #1, Position: 7731 - 7732, Format: N2.

Variable Label: M1 B07N Math teacher's emphasis on standardized test preparation

Variable Description:

- Think about the full duration of this [fall 2009 math course]. How much emphasis are you placing on each of the following objectives?

Preparing students for standardized tests

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 math course taught by the teacher respondent was used in place of 'fall 2009 math course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	186	0.79
2	Minimal emphasis	1,943	8.30
3	Moderate emphasis	5,775	24.66
4	Heavy emphasis	5,360	22.89
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	3,806	16.25
TOTALS		23,415	100.00

Variable Name: M1ADVSENIOR

Record #1, Position: 7733 - 7734, Format: N2.

Variable Label: M1 B08A Advanced math courses assigned to teachers with the most seniority

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,100	8.97
2	Agree	4,072	17.39
3	Disagree	6,655	28.42
4	Strongly disagree	2,486	10.62
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,757	7.50
TOTALS		23,415	100.00

Variable Name: M1ADVCKGRND

Record #1, Position: 7735 - 7736, Format: N2.

Variable Label: M1 B08B Advanced math courses assigned to teachers with strongest background

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the strongest math background

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,724	11.63
2	Agree	6,675	28.51
3	Disagree	4,505	19.24
4	Strongly disagree	1,403	5.99
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,763	7.53
TOTALS		23,415	100.00

Variable Name: M1ADVALL

Record #1, Position: 7737 - 7738, Format: N2.

Variable Label: M1 B08C Advanced math courses assigned to all or most math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

All or most math teachers are assigned at least one section of advanced courses

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,101	4.70
2	Agree	3,848	16.43
3	Disagree	6,914	29.53
4	Strongly disagree	3,382	14.44
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,825	7.79
TOTALS		23,415	100.00

Variable Name: M1NCNEW

Record #1, Position: 7739 - 7740, Format: N2.

Variable Label: M1 B08D Non-college prep math courses assigned to teachers new to profession

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers new to the profession

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,049	4.48
2	Agree	3,853	16.46
3	Disagree	7,535	32.18
4	Strongly disagree	2,648	11.31
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,985	8.48
TOTALS		23,415	100.00

Variable Name: M1NCLOW

Record #1, Position: 7741 - 7742, Format: N2.

Variable Label: M1 B08E Non-college prep math courses assigned to teachers w/ low performers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	279	1.19
2	Agree	1,694	7.23
3	Disagree	8,311	35.49
4	Strongly disagree	4,632	19.78
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	2,154	9.20
TOTALS		23,415	100.00

Variable Name: M1NCALL

Record #1, Position: 7743 - 7744, Format: N2.

Variable Label: M1 B08F Non-college prep math courses assigned to all/most math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school math teaching assignments are made at [your school]?

All or most math teachers are assigned at least one section of a non-college prep course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,640	7.00
2	Agree	5,313	22.69
3	Disagree	5,635	24.07
4	Strongly disagree	2,467	10.54
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	2,015	8.61
TOTALS		23,415	100.00

Variable Name: M1HELPAVAIL

Record #1, Position: 7745 - 7746, Format: N2.

Variable Label: M1 B09A Rating of availability of Algebra 1 remedial assistance for students

Variable Description:

- How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Availability of tutoring or other remedial assistance

Poor

Fair

Good

Excellent

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Poor	514	2.20
2	Fair	2,103	8.98
3	Good	5,092	21.75
4	Excellent	7,889	33.69
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,472	6.29
TOTALS		23,415	100.00

Variable Name: M1HELPQUALITY

Record #1, Position: 7747 - 7748, Format: N2.

Variable Label: M1 B09B Rating of quality of Algebra 1 tutoring/remedial assistance for students

Variable Description:

- How would you rate the following aspects of remedial help for students in [your school] who are struggling in Algebra I?

Quality of tutoring or other remedial assistance

Poor

Fair

Good

Excellent



Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Poor	396	1.69
2	Fair	1,983	8.47
3	Good	6,496	27.74
4	Excellent	6,701	28.62
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,494	6.38
TOTALS		23,415	100.00

Variable Name: M1SHRIDEAS

Record #1, Position: 7749 - 7750, Format: N2.

Variable Label: M1 B10A Math teachers in this department share ideas on teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share ideas on teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	6,938	29.63
2	Agree	7,394	31.58
3	Disagree	922	3.94
4	Strongly disagree	292	1.25
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,524	6.51
TOTALS		23,415	100.00

Variable Name: M1WORKSHOP

Record #1, Position: 7751 - 7752, Format: N2.

Variable Label: M1 B10B Math teachers in dept discuss what was learned at workshop/conference

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss what was learned at a workshop or conference.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	4,293	18.33
2	Agree	8,669	37.02
3	Disagree	2,058	8.79
4	Strongly disagree	552	2.36
-8	Unit non-response/component not applicable	6,345	27.10

-9	Missing	1,498	6.40
TOTALS		23,415	100.00

Variable Name: M1SHRSTWRK

Record #1, Position: 7753 - 7754, Format: N2.

Variable Label: M1 B10C Math teachers in this department share and discuss student work

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss student work.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,242	18.12
2	Agree	8,399	35.87
3	Disagree	2,441	10.42
4	Strongly disagree	480	2.05
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,508	6.44
TOTALS		23,415	100.00

Variable Name: M1SHRLESSONS

Record #1, Position: 7755 - 7756, Format: N2.

Variable Label: M1 B10D Math teachers in this dept discuss lessons that were not successful

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss particular lessons that were not very successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,728	15.92
2	Agree	8,278	35.35
3	Disagree	3,035	12.96
4	Strongly disagree	503	2.15
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,526	6.52
TOTALS		23,415	100.00

Variable Name: M1SHRBELIEFS

Record #1, Position: 7757 - 7758, Format: N2.

Variable Label: M1 B10E Math teachers in this dept discuss beliefs about teaching/learning

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

discuss beliefs about teaching and learning.

Strongly agree

Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,074	21.67
2	Agree	8,581	36.65
3	Disagree	1,546	6.60
4	Strongly disagree	348	1.49
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,521	6.50
TOTALS		23,415	100.00

Variable Name: M1SHRMTHDS

Record #1, Position: 7759 - 7760, Format: N2.

Variable Label: M1 B10F Math teachers in dept share research on effective teaching methods

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss research on effective teaching methods.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,689	15.75
2	Agree	7,772	33.19
3	Disagree	3,294	14.07
4	Strongly disagree	786	3.36
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,529	6.53
TOTALS		23,415	100.00

Variable Name: M1SHRELL

Record #1, Position: 7761 - 7762, Format: N2.

Variable Label: M1 B10G Math teachers in dept share research on ELL instructional practices

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

share and discuss research on effective instructional practices for English language learners.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,329	5.68
2	Agree	5,863	25.04
3	Disagree	6,514	27.82

4	Strongly disagree	1,398	5.97
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,966	8.40
TOTALS		23,415	100.00

Variable Name: M1SHRAPPRCH

Record #1, Position: 7763 - 7764, Format: N2.

Variable Label: M1 B10H Math teachers in dept explore approaches for underperforming students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

explore new teaching approaches for under-performing students.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,980	17.00
2	Agree	8,834	37.73
3	Disagree	2,413	10.31
4	Strongly disagree	275	1.17
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,568	6.70
TOTALS		23,415	100.00

Variable Name: M1SHRCONTENT

Record #1, Position: 7765 - 7766, Format: N2.

Variable Label: M1 B10I Math teachers in dept coordinate course content with other teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...

make a conscious effort to coordinate the content of courses with other teachers in this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,553	23.72
2	Agree	6,632	28.32
3	Disagree	2,808	11.99
4	Strongly disagree	466	1.99
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,611	6.88
TOTALS		23,415	100.00

Variable Name: M1EFFECTIVE

Record #1, Position: 7767 - 7768, Format: N2.

Variable Label: M1 B10J Math teachers in dept are effective at teaching students in math

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...  
are effective at teaching students mathematics.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,695	28.59
2	Agree	8,431	36.01
3	Disagree or strongly disagree	417	1.78
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,527	6.52
TOTALS		23,415	100.00

Variable Name: M1MENTOR

Record #1, Position: 7769 - 7770, Format: N2.

Variable Label: M1 B10K Math teachers in this dept provide support to new math teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...  
provide support to new mathematics teachers.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,206	30.78
2	Agree	7,016	29.96
3	Disagree	1,006	4.30
4	Strongly disagree	251	1.07
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,591	6.79
TOTALS		23,415	100.00

Variable Name: M1CHAIR

Record #1, Position: 7771 - 7772, Format: N2.

Variable Label: M1 B10L Math teachers are supported/encouraged by math department's chair

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the math department at [your school]? Math teachers in this department...  
are supported and encouraged by the math department's chair or curricular area coordinator.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,119	30.40

2	Agree	6,763	28.88
3	Disagree	1,169	4.99
4	Strongly disagree	357	1.52
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,662	7.10
TOTALS		23,415	100.00

Variable Name: M1ENGCOMP

Record #1, Position: 7773 - 7774, Format: N2.

Variable Label: M1 D01A Comparison of females' and males' abilities in English or language arts

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or Language Arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	704	3.01
2	Females are somewhat better	4,301	18.37
3	Females and males are the same	9,264	39.56
4	Males are somewhat to much better	53	0.23
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	2,748	11.74
TOTALS		23,415	100.00

Variable Name: M1MTHCOMP

Record #1, Position: 7775 - 7776, Format: N2.

Variable Label: M1 D01B Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Females are much better	464	1.98
2	Females are somewhat better	1,902	8.12
3	Females and males are the same	11,307	48.29
4	Males are somewhat better	1,499	6.40
5	Males are much better	118	0.50
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,780	7.60
TOTALS		23,415	100.00

Variable Name: M1SCICOMP

Record #1, Position: 7777 - 7778, Format: N2.

Variable Label: M1 D01C Comparison of females' and males' abilities in science

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	142	0.61
2	Females are somewhat better	992	4.24
3	Females and males are the same	11,127	47.52
4	Males are somewhat to much better	2,034	8.69
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	2,775	11.85
TOTALS		23,415	100.00

Variable Name: M1TARDY

Record #1, Position: 7779 - 7780, Format: N2.

Variable Label: M1 D02A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	3,167	13.53
2	Minor problem	6,702	28.62
3	Moderate problem	4,071	17.39
4	Serious problem	1,674	7.15
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,456	6.22
TOTALS		23,415	100.00

Variable Name: M1STUABSENT

Record #1, Position: 7781 - 7782, Format: N2.

Variable Label: M1 D02B Student absenteeism is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2,196	9.38

2	Minor problem	6,008	25.66
3	Moderate problem	4,757	20.32
4	Serious problem	2,634	11.25
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,475	6.30
TOTALS		23,415	100.00

Variable Name: M1CUT

Record #1, Position: 7783 - 7784, Format: N2.

Variable Label: M1 D02C Student class cutting is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	5,903	25.21
2	Minor problem	6,432	27.47
3	Moderate problem	2,327	9.94
4	Serious problem	960	4.10
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,448	6.18
TOTALS		23,415	100.00

Variable Name: M1TCHRAbsent

Record #1, Position: 7785 - 7786, Format: N2.

Variable Label: M1 D02D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	11,261	48.09
2	Minor problem	3,678	15.71
3	Moderate to serious problem	659	2.81
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,472	6.29
TOTALS		23,415	100.00

Variable Name: M1DROPOUT

Record #1, Position: 7787 - 7788, Format: N2.

Variable Label: M1 D02E Students dropping out is a problem at this school

Variable Description:



- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	5,413	23.12
2	Minor problem	6,400	27.33
3	Moderate problem	2,777	11.86
4	Serious problem	1,009	4.31
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,471	6.28
TOTALS		23,415	100.00

Variable Name: M1APATHY

Record #1, Position: 7789 - 7790, Format: N2.

Variable Label: M1 D02F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	1,767	7.55
2	Minor problem	5,067	21.64
3	Moderate problem	4,598	19.64
4	Serious problem	4,128	17.63
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,510	6.45
TOTALS		23,415	100.00

Variable Name: M1INVOLVEMNT

Record #1, Position: 7791 - 7792, Format: N2.

Variable Label: M1 D02G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	3,174	13.56
2	Minor problem	4,662	19.91

3	Moderate problem	4,687	20.02
4	Serious problem	3,133	13.38
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,414	6.04
TOTALS		23,415	100.00

Variable Name: M1UNPREPPROB

Record #1, Position: 7793 - 7794, Format: N2.

Variable Label: M1 D02H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1,542	6.59
2	Minor problem	5,046	21.55
3	Moderate problem	5,089	21.73
4	Serious problem	3,968	16.95
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,425	6.09
TOTALS		23,415	100.00

Variable Name: M1HEALTH

Record #1, Position: 7795 - 7796, Format: N2.

Variable Label: M1 D02I Poor student health is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	7,402	31.61
2	Minor problem	6,451	27.55
3	Moderate problem	1,560	6.66
4	Serious problem	169	0.72
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,488	6.35
TOTALS		23,415	100.00

Variable Name: M1RESOURCES

Record #1, Position: 7797 - 7798, Format: N2.

Variable Label: M1 D02J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

- Not a problem
- Minor problem
- Moderate problem
- Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	6,840	29.21
2	Minor problem	5,496	23.47
3	Moderate problem	2,284	9.75
4	Serious problem	983	4.20
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,467	6.27
TOTALS		23,415	100.00

Variable Name: M1ABLRANGE

Record #1, Position: 7799 - 7800, Format: N2.

Variable Label: M1 D03A Teaching is limited by different academic abilities in the same class

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with different academic abilities in the same class

- Not applicable
- Not at all
- A little
- Some
- A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	228	0.97
1	Not at all	1,819	7.77
2	A little	5,702	24.35
3	Some	5,261	22.47
4	A lot	2,611	11.15
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,449	6.19
TOTALS		23,415	100.00

Variable Name: M1SES RANGE

Record #1, Position: 7801 - 7802, Format: N2.

Variable Label: M1 D03B Teaching is limited by students with wide range of SES backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of socio-economic backgrounds

- Not applicable
- Not at all
- A little
- Some
- A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	501	2.14
1	Not at all	7,211	30.80
2	A little	4,819	20.58

3	Some	2,290	9.78
4	A lot	762	3.25
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,487	6.35
TOTALS		23,415	100.00

Variable Name: M1LANGRANGE

Record #1, Position: 7803 - 7804, Format: N2.

Variable Label: M1 D03C Teaching is limited by students with wide range of language backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of language backgrounds

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	3,155	13.47
1	Not at all	5,551	23.71
2	A little	4,558	19.47
3	Some	1,837	7.85
4	A lot	496	2.12
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,473	6.29
TOTALS		23,415	100.00

Variable Name: M1SPECNEED

Record #1, Position: 7805 - 7806, Format: N2.

Variable Label: M1 D03D Teaching is limited by students with special needs

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,615	6.90
1	Not at all	5,410	23.10
2	A little	5,725	24.45
3	Some	2,171	9.27
4	A lot	655	2.80
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,494	6.38
TOTALS		23,415	100.00

Variable Name: M1UNINTEREST

Record #1, Position: 7807 - 7808, Format: N2.

Variable Label: M1 D03E Teaching is limited by uninterested students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Uninterested students

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	73	0.31
1	Not at all	1,427	6.09
2	A little	4,824	20.60
3	Some	5,047	21.55
4	A lot	4,208	17.97
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,491	6.37
TOTALS		23,415	100.00

Variable Name: M1MORALE

Record #1, Position: 7809 - 7810, Format: N2.

Variable Label: M1 D03F Teaching is limited by low morale among students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Low morale among students

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	465	1.99
1	Not at all	3,203	13.68
2	A little	5,637	24.07
3	Some	4,271	18.24
4	A lot	1,979	8.45
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,515	6.47
TOTALS		23,415	100.00

Variable Name: M1DISRUPT

Record #1, Position: 7811 - 7812, Format: N2.

Variable Label: M1 D03G Teaching is limited by disruptive students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Disruptive students

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	308	1.32
1	Not at all	2,378	10.16

2	A little	5,896	25.18
3	Some	4,264	18.21
4	A lot	2,745	11.72
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,479	6.32
TOTALS		23,415	100.00

Variable Name: M1PROFDEV

Record #1, Position: 7813 - 7814, Format: N2.

Variable Label: M1 D03H Teaching is limited by inadequate professional learning opportunities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate opportunities for professional learning

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1,448	6.18
1	Not at all	8,923	38.11
2	A little	3,464	14.79
3	Some	1,286	5.49
4	A lot	427	1.82
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,522	6.50
TOTALS		23,415	100.00

Variable Name: M1ADMSUPPORT

Record #1, Position: 7815 - 7816, Format: N2.

Variable Label: M1 D03I Teaching is limited by inadequate administrative support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate administrative support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1,318	5.63
1	Not at all	8,957	38.25
2	A little	3,090	13.20
3	Some	1,453	6.21
4	A lot	755	3.22
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,497	6.39
TOTALS		23,415	100.00

Variable Name: M1COMPUTER

Record #1, Position: 7817 - 7818, Format: N2.

Variable Label: M1 D03J Teaching is limited by shortage of computer hardware/software

## Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of computer hardware or software

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	890	3.80
1	Not at all	7,636	32.61
2	A little	3,801	16.23
3	Some	2,155	9.20
4	A lot	1,124	4.80
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,464	6.25
TOTALS		23,415	100.00

Variable Name: M1TECHSUPPRT

Record #1, Position: 7819 - 7820, Format: N2.

Variable Label: M1 D03K Teaching is limited by shortage of support for using computers

## Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of support for using computers

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,117	4.77
1	Not at all	8,728	37.28
2	A little	3,209	13.70
3	Some	1,717	7.33
4	A lot	790	3.37
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,509	6.44
TOTALS		23,415	100.00

Variable Name: M1BOOKS

Record #1, Position: 7821 - 7822, Format: N2.

Variable Label: M1 D03L Teaching is limited by shortage of textbooks for student use

## Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of textbooks for student use

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,486	6.35

1	Not at all	10,358	44.24
2	A little	1,907	8.14
3	Some	1,079	4.61
4	A lot	736	3.14
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,504	6.42
TOTALS		23,415	100.00

Variable Name: M1STUEQUIP

Record #1, Position: 7823 - 7824, Format: N2.

Variable Label: M1 D03M Teaching is limited by shortage of instructional equipment for students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of other instructional equipment for students' use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	981	4.19
1	Not at all	7,839	33.48
2	A little	4,143	17.69
3	Some	1,882	8.04
4	A lot	683	2.92
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,542	6.59
TOTALS		23,415	100.00

Variable Name: M1DEMONEQUIP

Record #1, Position: 7825 - 7826, Format: N2.

Variable Label: M1 D03N Teaching is limited by shortage of equipment for demonstrations

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of equipment for your use in demonstrations and other exercises

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1,031	4.40
1	Not at all	7,898	33.73
2	A little	3,947	16.86
3	Some	1,871	7.99
4	A lot	857	3.66
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,466	6.26
TOTALS		23,415	100.00

Variable Name: M1FACILITIES

Record #1, Position: 7827 - 7828, Format: N2.



Variable Label: M1 D03O Teaching is limited by inadequate physical facilities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate physical facilities

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,522	6.50
1	Not at all	10,037	42.87
2	A little	2,481	10.60
3	Some	1,002	4.28
4	A lot	529	2.26
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,499	6.40
TOTALS		23,415	100.00

Variable Name: M1RATIO

Record #1, Position: 7829 - 7830, Format: N2.

Variable Label: M1 D03P Teaching is limited by high student to teacher ratio

Variable Description:

- In your view, to what extent do the following limit how you teach?

High student to teacher ratio

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	829	3.54
1	Not at all	5,276	22.53
2	A little	4,669	19.94
3	Some	2,811	12.01
4	A lot	1,947	8.32
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,538	6.57
TOTALS		23,415	100.00

Variable Name: M1PLANNING

Record #1, Position: 7831 - 7832, Format: N2.

Variable Label: M1 D03Q Teaching is limited by lack of planning time

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of planning time

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	Not applicable	931	3.98
1	Not at all	7,103	30.34
2	A little	3,968	16.95
3	Some	2,139	9.14
4	A lot	1,426	6.09
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,503	6.42
TOTALS		23,415	100.00

Variable Name: M1AUTONOMY

Record #1, Position: 7833 - 7834, Format: N2.

Variable Label: M1 D03R Teaching is limited by lack of autonomy in instructional decisions

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of autonomy in instructional decisions

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,269	5.42
1	Not at all	9,406	40.17
2	A little	3,178	13.57
3	Some	1,163	4.97
4	A lot	397	1.70
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,657	7.08
TOTALS		23,415	100.00

Variable Name: M1FAMSUPPORT

Record #1, Position: 7835 - 7836, Format: N2.

Variable Label: M1 D03S Teaching is limited by lack of parent/family support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of parent or family support

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	514	2.20
1	Not at all	4,357	18.61
2	A little	5,209	22.25
3	Some	3,588	15.32
4	A lot	1,910	8.16
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,492	6.37
TOTALS		23,415	100.00

Variable Name: M1FAMILY

Record #1, Position: 7837 - 7838, Format: N2.

Variable Label: M1 D04A Amount a student can learn is primarily related to family background

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

The amount a student can learn is primarily related to family background

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	555	2.37
2	Agree	3,439	14.69
3	Disagree	8,880	37.92
4	Strongly disagree	2,688	11.48
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,508	6.44
TOTALS		23,415	100.00

Variable Name: M1DISCIPLINE

Record #1, Position: 7839 - 7840, Format: N2.

Variable Label: M1 D04B Students not disciplined at home not likely to accept school discipline

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If students are not disciplined at home, they are not likely to accept any discipline at school

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,661	11.36
2	Agree	8,258	35.27
3	Disagree	4,216	18.01
4	Strongly disagree	471	2.01
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,464	6.25
TOTALS		23,415	100.00

Variable Name: M1STUACHIEVE

Record #1, Position: 7841 - 7842, Format: N2.

Variable Label: M1 D04C Teachers are limited b/c home environment influences student achievement

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	888	3.79
2	Agree	5,436	23.22
3	Disagree	8,351	35.67

4	Strongly disagree	886	3.78
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,509	6.44
TOTALS		23,415	100.00

Variable Name: M1PARENT

Record #1, Position: 7843 - 7844, Format: N2.

Variable Label: M1 D04D If parents would do more for children teacher could do more for students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If parents would do more for their children, you could do more for your students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,068	8.83
2	Agree	7,947	33.94
3	Disagree	4,728	20.19
4	Strongly disagree	695	2.97
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,632	6.97
TOTALS		23,415	100.00

Variable Name: M1RETAIN

Record #1, Position: 7845 - 7846, Format: N2.

Variable Label: M1 D04E Knows how to increase student retention of info from lesson to lesson

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student did not remember information you gave in a previous lesson, you would know how to increase their retention in the next lesson

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,451	6.20
2	Agree	10,380	44.33
3	Disagree	3,345	14.29
4	Strongly disagree	155	0.66
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,739	7.43
TOTALS		23,415	100.00

Variable Name: M1REDIRECT

Record #1, Position: 7847 - 7848, Format: N2.

Variable Label: M1 D04F Knows techniques to redirect disruptive students quickly

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	4,816	20.57
2	Agree	9,635	41.15
3	Disagree or strongly disagree	1,123	4.80
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,496	6.39
TOTALS		23,415	100.00

Variable Name: M1GETTHRU

Record #1, Position: 7849 - 7850, Format: N2.

Variable Label: M1 D04G Can get through to even the most difficult or unmotivated students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If you really try hard, you can get through to even the most difficult or unmotivated students

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,657	11.35
2	Agree	8,846	37.78
3	Disagree	3,739	15.97
4	Strongly disagree	352	1.50
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,476	6.30
TOTALS		23,415	100.00

Variable Name: M1HOMEFX

Record #1, Position: 7851 - 7852, Format: N2.

Variable Label: M1 D04H Cannot do much b/c student motivation/performance depends on home

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	234	1.00
2	Agree	2,143	9.15
3	Disagree	10,150	43.35
4	Strongly disagree	2,941	12.56
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,602	6.84
TOTALS		23,415	100.00

Variable Name: M1PRESSURES

Record #1, Position: 7853 - 7854, Format: N2.

Variable Label: M1 D05A School's principal deals w/ outside pressures interfering with teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... deals effectively with pressures from outside the school that might interfere with my teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,360	18.62
2	Agree	8,622	36.82
3	Disagree	1,960	8.37
4	Strongly disagree	536	2.29
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,592	6.80
TOTALS		23,415	100.00

Variable Name: M1POORJOBRES

Record #1, Position: 7855 - 7856, Format: N2.

Variable Label: M1 D05B School's principal does poor job of getting resources for this school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... does a poor job of getting resources for this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	264	1.13
2	Agree	970	4.14
3	Disagree	8,852	37.80
4	Strongly disagree	5,338	22.80
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,646	7.03
TOTALS		23,415	100.00

Variable Name: M1PSETSPRIO

Record #1, Position: 7857 - 7858, Format: N2.

Variable Label: M1 D05C School's principal sets priorities and sees that they are carried out

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... sets priorities, makes plans, and sees that they are carried out.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,539	19.39
2	Agree	8,662	36.99

3	Disagree	1,846	7.88
4	Strongly disagree	438	1.87
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,585	6.77
TOTALS		23,415	100.00

Variable Name: M1PSCHVISION

Record #1, Position: 7859 - 7860, Format: N2.

Variable Label: M1 D05D School's principal communicates kind of school that is wanted to staff

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... knows what kind of school he or she wants and has communicated it to the staff.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,818	24.85
2	Agree	7,819	33.39
3	Disagree	1,536	6.56
4	Strongly disagree	359	1.53
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,538	6.57
TOTALS		23,415	100.00

Variable Name: M1PCOMEXP

Record #1, Position: 7861 - 7862, Format: N2.

Variable Label: M1 D05E School's principal lets staff members know what is expected of them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... lets staff members know what is expected of them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,148	21.99
2	Agree	8,634	36.87
3	Disagree	1,465	6.26
4	Strongly disagree	325	1.39
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,498	6.40
TOTALS		23,415	100.00

Variable Name: M1PINNOVATE

Record #1, Position: 7863 - 7864, Format: N2.

Variable Label: M1 D05F School's principal is interested in innovation and new ideas

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal...

is interested in innovation and new ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,922	25.29
2	Agree	8,425	35.98
3	Disagree	906	3.87
4	Strongly disagree	264	1.13
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,553	6.63
TOTALS		23,415	100.00

Variable Name: M1PCONSULTS

Record #1, Position: 7865 - 7866, Format: N2.

Variable Label: M1 D05G School's principal consults staff before making decisions affecting them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... usually consults with staff members before he or she makes decisions that affect them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,928	12.50
2	Agree	7,679	32.80
3	Disagree	3,788	16.18
4	Strongly disagree	1,077	4.60
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,598	6.82
TOTALS		23,415	100.00

Variable Name: M1TSCHDISC

Record #1, Position: 7867 - 7868, Format: N2.

Variable Label: M1 D06A Teachers at this school help maintain discipline in the entire school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

help maintain discipline in the entire school, not just in their classroom.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,041	12.99
2	Agree	9,323	39.82



3	Disagree	2,710	11.57
4	Strongly disagree	389	1.66
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,607	6.86
TOTALS		23,415	100.00

Variable Name: M1TIMPROVE

Record #1, Position: 7869 - 7870, Format: N2.

Variable Label: M1 D06B Teachers at this school take responsibility for improving the school

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

take responsibility for improving the school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,710	15.84
2	Agree	10,125	43.24
3	Disagree or strongly disagree	1,548	6.61
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,687	7.20
TOTALS		23,415	100.00

Variable Name: M1TSETSTDS

Record #1, Position: 7871 - 7872, Format: N2.

Variable Label: M1 D06C Teachers at this school set high standards for themselves

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

set high standards for themselves.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,785	20.44
2	Agree	9,546	40.77
3	Disagree or strongly disagree	1,094	4.67
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,645	7.03
TOTALS		23,415	100.00

Variable Name: M1TSELFDEV

Record #1, Position: 7873 - 7874, Format: N2.

Variable Label: M1 D06D Teachers at school feel responsible for developing student self-control

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping students develop self-control.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,960	12.64
2	Agree	10,576	45.17
3	Disagree or strongly disagree	1,857	7.93
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,677	7.16
TOTALS		23,415	100.00

Variable Name: M1THELPBEST

Record #1, Position: 7875 - 7876, Format: N2.

Variable Label: M1 D06E Teachers at school feel responsible for helping each other do their best

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping each other do their best.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,597	15.36
2	Agree	9,626	41.11
3	Disagree	2,008	8.58
4	Strongly disagree	201	0.86
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,638	7.00
TOTALS		23,415	100.00

Variable Name: M1TALLLEARN

Record #1, Position: 7877 - 7878, Format: N2.

Variable Label: M1 D06F Teachers at this school feel responsible that all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible that all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
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1	Strongly agree	3,975	16.98
2	Agree	10,169	43.43
3	Disagree or strongly disagree	1,265	5.40
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,661	7.09
TOTALS		23,415	100.00

Variable Name: M1TFAIL

Record #1, Position: 7879 - 7880, Format: N2.

Variable Label: M1 D06G Teachers at school feel responsible when students in this school fail

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible when students in this school fail.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,055	8.78
2	Agree	8,910	38.05
3	Disagree	4,134	17.66
4	Strongly disagree	224	0.96
-8	Unit non-response/component not applicable	6,345	27.10
-9	Missing	1,747	7.46
TOTALS		23,415	100.00

Variable Name: N1SEX

Record #1, Position: 7881 - 7882, Format: N2.

Variable Label: N1 A01 Science teacher's sex

Variable Description:

- [We would like to confirm your sex.]

Are you male or female?

Male

Female

Note: Bracketed text above was used for telephone interviews only; it was not displayed in web self-administered interviews.

Code	Value Label	Frequency	Percentage
1	Male	6,797	29.03
2	Female	8,760	37.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	2	0.01
TOTALS		23,415	100.00

Variable Name: N1HISP

Record #1, Position: 7883 - 7884, Format: N2.

Variable Label: N1 A02 Science teacher is Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or [Latino/Latina] origin?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1WHITE

Record #1, Position: 7885 - 7886, Format: N2.

Variable Label: N1 A03A Science teacher is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1BLACK

Record #1, Position: 7887 - 7888, Format: N2.

Variable Label: N1 A03B Science teacher is Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1ASIAN

Record #1, Position: 7889 - 7890, Format: N2.

Variable Label: N1 A03C Science teacher is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: N1PACISLE

Record #1, Position: 7891 - 7892, Format: N2.

Variable Label: N1 A03D Science teacher is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1AMINDIAN

Record #1, Position: 7893 - 7894, Format: N2.

Variable Label: N1 A03E Science teacher is American Indian/Alaskan Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black/African American

Asian

Native Hawaiian or Other Pacific Islander

American Indian or Alaska Native

Note: The bracketed text above was used in cases where the respondent indicated they were of Hispanic/Latino origin.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIDEQ

Record #1, Position: 7895 - 7896, Format: N2.

Variable Label: N1 A04 Science teacher's highest degree earned

Comment: "Associate's degree" recoded with "Bachelor's degree" on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

Code	Value Label	Frequency	Percentage
3	Bachelor's degree	6,762	28.88
4	Master's degree	7,778	33.22
5	Educational Specialist diploma	508	2.17
6	Ph.D./M.D./law degree/other prof degree	511	2.18

-8	Unit non-response/component not applicable	7,856	33.55
TOTALS		23,415	100.00

Variable Name: N1HIDEGYR

Record #1, Position: 7897 - 7900, Format: N4.

Variable Label: N1 A05 Year science teacher earned highest degree

Comment: Years before 1975 recoded as 1975 and years after 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
C	1975 - 2009	15,506	66.22
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	53	0.23
TOTALS		23,415	100.00

Variable Name: N1HIDEIPEDS

Record #1, Position: 7901 - 7906, Format: N6.

Variable Label: N1 A06B IPEDS ID of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIDEGST

Record #1, Position: 7907 - 7908, Format: N2.

Variable Label: N1 A06D State of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIDELEVEL

Record #1, Position: 7909 - 7910, Format: N2.

Variable Label: N1 A06E Level of science teacher's highest degree institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIDEGCONT

Record #1, Position: 7911 - 7912, Format: N2.

Variable Label: N1 A06F Control of science teacher's highest degree institution

Variable Description:

- What is the name of the college or university where you earned your [highest degree earned]?

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
1	Public	9,942	42.46
2	Private, not-for-profit	3,861	16.49
3	Private, for-profit	573	2.45
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,183	5.05
TOTALS		23,415	100.00

Variable Name: N1HIDEGSCHED

Record #1, Position: 7913 - 7914, Format: N2.

Variable Label: N1 A07 Science teacher's highest degree degree awarded by education department

Variable Description:

- Was this [highest degree earned] awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned', and such that the actual institution attended was used in place of 'institution name'.

Code	Value Label	Frequency	Percentage
0	No	5,608	23.95
1	Yes	9,820	41.94
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	131	0.56
TOTALS		23,415	100.00

Variable Name: N1HIMAJV

Record #1, Position: 7915 - 7954, Format: A40

Variable Label: N1 A08A Science teacher's major for highest degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIMAJ6

Record #1, Position: 7955 - 7961, Format: A7

Variable Label: N1 A08C Science teacher's major for highest degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1HIMAJ2

Record #1, Position: 7962 - 7963, Format: N2.

Variable Label: N1 A08B Science teacher's major for highest degree 2-digit CIP code

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Agriculture, Agriculture Operations, and Related Sciences	298	1.27
3	Natural Resources and Conservation	346	1.48
13	Education	8,734	37.30
14	Engineering	231	0.99
26	Biological and Biomedical Sciences	3,377	14.42
30	Multi/Interdisciplinary Studies	147	0.63
31	Parks, Recreation, Leisure, and Fitness Studies	249	1.06
40	Physical Sciences	1,039	4.44
51	Health Professions and Related Clinical Sciences	316	1.35
52	Business, Management, Marketing, and Related Support Services	170	0.73
99	Uncodeable	648	2.77
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	4	0.02
TOTALS		23,415	100.00

Variable Name: N1BAYR

Record #1, Position: 7964 - 7967, Format: N4.

Variable Label: N1 A09 Year science teacher earned Bachelor's degree

Comment: Years less than 1970 recoded as 1970 and years greater than 2009 recoded as 2009 on the public use file.

Variable Description:

- In what year did you receive your Bachelor's degree?

Note: N1BAYR was logically imputed to N1HIDEGYR for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1970 - 2009	15,515	66.26
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	42	0.18
TOTALS		23,415	100.00

Variable Name: N1BAIPEDS

Record #1, Position: 7968 - 7973, Format: N6.

Variable Label: N1 A10B IPEDS ID of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?



Note: N1BAIPEDS was logically imputed to N1HIDEGIPEDS for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: N1BAST

Record #1, Position: 7974 - 7975, Format: N2.

Variable Label: N1 A10D State of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BAST was logically imputed to N1HIDEGST for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: N1BALEVEL

Record #1, Position: 7976 - 7977, Format: N2.

Variable Label: N1 A10E Level of science teacher's BA/BS institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BALEVEL was logically imputed to N1HIDEGLEVEL for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: N1BACONT

Record #1, Position: 7978 - 7979, Format: N2.

Variable Label: N1 A10F Control of science teacher's BA/BS institution

Variable Description:

- What is the name of the college or university where you earned your Bachelor's degree?

Note: N1BACONT was logically imputed to N1HIDEGCONT for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	10,476	44.74
2	Private, not-for-profit	3,690	15.76
3	Private, for-profit	173	0.74
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,218	5.20
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: N1BASCHED

Record #1, Position: 7980 - 7981, Format: N2.

Variable Label: N1 A11 Science teacher's BA/BS degree awarded by education department

Variable Description:

- Was this Bachelor's degree awarded by [institution name]'s department of education?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's actual institution attended was used in place of 'institution name'. N1BASCHED was logically imputed to N1HIDEGSCHED for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,910	38.05
1	Yes	6,475	27.65
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	172	0.73
TOTALS		23,415	100.00

Variable Name: N1BAMAJV

Record #1, Position: 7982 - 8021, Format: A40

Variable Label: N1 A12A Science teacher's major for BA/BS-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJV was logically imputed to N1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1BAMAJ6

Record #1, Position: 8022 - 8028, Format: A7

Variable Label: N1 A12C Science teacher's major for BA/BS 6-digit CIP

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJ6 was logically imputed to N1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: N1BAMAJ2

Record #1, Position: 8029 - 8030, Format: N2.

Variable Label: N1 A12B Science teacher's major for BA/BS 2-digit CIP

Comment: Majors with low counts set to uncodeable on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations. If you had more than one major field of study, please report the major most closely related to your current teaching position.)

Note: N1BAMAJ2 was logically imputed to N1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Agriculture, Agriculture Operations, and Related Sciences	444	1.90
3	Natural Resources and Conservation	440	1.88
13	Education	4,537	19.38

14	Engineering	311	1.33
26	Biological and Biomedical Sciences	6,145	26.24
30	Multi/Interdisciplinary Studies	249	1.06
31	Parks, Recreation, Leisure, and Fitness Studies	305	1.30
40	Physical Sciences	1,572	6.71
51	Health Professions and Related Clinical Sciences	325	1.39
52	Business, Management, Marketing, and Related Support Services	136	0.58
99	Uncodeable	1,084	4.63
-7	Item legitimate skip/NA	2	0.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	9	0.04
TOTALS		23,415	100.00

Variable Name: N1STARTDEG

Record #1, Position: 8031 - 8032, Format: N2.

Variable Label: N1 A13 Science teacher has started but not completed more advanced degree

Comment: "Started but not completed BA degree" recoded as missing on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?  
(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned was used in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
1	Has not started any other degree	9,726	41.54
4	Started but not completed MA degree	3,545	15.14
5	Started not completed Educ Spec diploma	682	2.91
6	Started but not completed a PhD/MD/etc	934	3.99
-7	Item legitimate skip/NA	511	2.18
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	161	0.69
TOTALS		23,415	100.00

Variable Name: N1BIOLOGY

Record #1, Position: 8033 - 8034, Format: N2.

Variable Label: N1 A14A Science teacher has taken college-level biology/life science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of these

Code	Value Label	Frequency	Percentage
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0	No	1,113	4.75
1	Yes	14,388	61.45
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1CHEMISTRY

Record #1, Position: 8035 - 8036, Format: N2.

Variable Label: N1 A14B Science teacher has taken college-level chemistry course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	1,969	8.41
1	Yes	13,532	57.79
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1EARTHSCI

Record #1, Position: 8037 - 8038, Format: N2.

Variable Label: N1 A14C Science teacher has taken college-level earth/space science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course

Any engineering course

Any physical science course

None of the these

Code	Value Label	Frequency	Percentage
0	No	5,422	23.16
1	Yes	10,079	43.05
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1PHYSICS

Record #1, Position: 8039 - 8040, Format: N2.

Variable Label: N1 A14D Science teacher has taken college-level physics course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course

Any chemistry course

Any earth or space science course

Any physics course  
 Any engineering course  
 Any physical science course  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,969	16.95
1	Yes	11,532	49.25
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1ENGINEER

Record #1, Position: 8041 - 8042, Format: N2.

Variable Label: N1 A14E Science teacher has taken college-level engineering course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course  
 Any chemistry course  
 Any earth or space science course  
 Any physics course  
 Any engineering course  
 Any physical science course  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,738	58.67
1	Yes	1,763	7.53
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1PHYSSCI

Record #1, Position: 8043 - 8044, Format: N2.

Variable Label: N1 A14F Science teacher has taken college-level physical science course(s)

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

Any biology or life science course  
 Any chemistry course  
 Any earth or space science course  
 Any physics course  
 Any engineering course  
 Any physical science course  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,848	29.25
1	Yes	8,653	36.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1NOSCIENCE

Record #1, Position: 8045 - 8046, Format: N2.

Variable Label: N1 A14G Science teacher hasn't taken any of these college-level science courses

Variable Description:

- Which of the following college-level science courses have you taken?

(Check all that apply.)

- Any biology or life science course
- Any chemistry course
- Any earth or space science course
- Any physics course
- Any engineering course
- Any physical science course
- None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,217	64.99
1	Yes	284	1.21
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: N1ANATOMY

Record #1, Position: 8047 - 8048, Format: N2.

Variable Label: N1 A15A Science teacher has taken college-level anatomy or physiology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

- Anatomy or physiology
- Botany or plant physiology
- Cell biology
- Ecology
- Entomology
- Genetics or Evolution
- Microbiology
- Zoology or animal behavior
- None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,724	20.18
1	Yes	9,608	41.03
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1BOTANY

Record #1, Position: 8049 - 8050, Format: N2.

Variable Label: N1 A15B Science teacher has taken college-level botany/plant physiology course

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

- Anatomy or physiology
- Botany or plant physiology
- Cell biology
- Ecology
- Entomology
- Genetics or Evolution
- Microbiology
- Zoology or animal behavior

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,947	21.13
1	Yes	9,385	40.08
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1CELLBIO

Record #1, Position: 8051 - 8052, Format: N2.

Variable Label: N1 A15C Science teacher has taken college-level cell biology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology  
 Botany or plant physiology  
 Cell biology  
 Ecology  
 Entomology  
 Genetics or Evolution  
 Microbiology  
 Zoology or animal behavior  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,950	21.14
1	Yes	9,382	40.07
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1ECOLOGY

Record #1, Position: 8053 - 8054, Format: N2.

Variable Label: N1 A15D Science teacher has taken college-level ecology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology  
 Botany or plant physiology  
 Cell biology  
 Ecology  
 Entomology  
 Genetics or Evolution  
 Microbiology  
 Zoology or animal behavior  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,099	21.78
1	Yes	9,233	39.43
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55

-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1ENTOMOLOGY

Record #1, Position: 8055 - 8056, Format: N2.

Variable Label: N1 A15E Science teacher has taken college-level entomology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	12,201	52.11
1	Yes	2,131	9.10
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1GENETICS

Record #1, Position: 8057 - 8058, Format: N2.

Variable Label: N1 A15F Science teacher has taken college-level genetics or evolution course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology

Botany or plant physiology

Cell biology

Ecology

Entomology

Genetics or Evolution

Microbiology

Zoology or animal behavior

None of the these

Code	Value Label	Frequency	Percentage
0	No	4,380	18.71
1	Yes	9,952	42.50
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1MICROBIO

Record #1, Position: 8059 - 8060, Format: N2.

Variable Label: N1 A15G Science teacher has taken college-level microbiology course(s)

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)



Anatomy or physiology  
 Botany or plant physiology  
 Cell biology  
 Ecology  
 Entomology  
 Genetics or Evolution  
 Microbiology  
 Zoology or animal behavior  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,026	25.74
1	Yes	8,306	35.47
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1ZOOLOGY

Record #1, Position: 8061 - 8062, Format: N2.

Variable Label: N1 A15H Science teacher has taken college-level zoology/animal behavior course

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology  
 Botany or plant physiology  
 Cell biology  
 Ecology  
 Entomology  
 Genetics or Evolution  
 Microbiology  
 Zoology or animal behavior  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,176	26.38
1	Yes	8,156	34.83
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1NOBIOLIFE

Record #1, Position: 8063 - 8064, Format: N2.

Variable Label: N1 A15I Science teacher hasn't taken any college-level biology/life sci courses

Variable Description:

- Which of the following college-level biology or life science courses have you taken?

(Check all that apply.)

Anatomy or physiology  
 Botany or plant physiology  
 Cell biology  
 Ecology

Entomology  
 Genetics or Evolution  
 Microbiology  
 Zoology or animal behavior  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,511	57.70
1	Yes	821	3.51
-7	Item legitimate skip/NA	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: N1ANLYTICHEM

Record #1, Position: 8065 - 8066, Format: N2.

Variable Label: N1 A16A Science teacher has taken college-level analytical chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,235	35.17
1	Yes	5,221	22.30
-7	Item legitimate skip/NA	1,969	8.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	134	0.57
TOTALS		23,415	100.00

Variable Name: N1BIOCHEM

Record #1, Position: 8067 - 8068, Format: N2.

Variable Label: N1 A16B Science teacher has taken college-level biochemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry

Biochemistry

Organic chemistry

Physical chemistry

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,530	32.16
1	Yes	5,926	25.31
-7	Item legitimate skip/NA	1,969	8.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	134	0.57
TOTALS		23,415	100.00

Variable Name: N1ORGCHEM

Record #1, Position: 8069 - 8070, Format: N2.

Variable Label: N1 A16C Science teacher has taken college-level organic chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry  
 Biochemistry  
 Organic chemistry  
 Physical chemistry  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,881	16.57
1	Yes	9,575	40.89
-7	Item legitimate skip/NA	1,969	8.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	134	0.57
TOTALS		23,415	100.00

Variable Name: N1PHYSCHEM

Record #1, Position: 8071 - 8072, Format: N2.

Variable Label: N1 A16D Science teacher has taken college-level physical chemistry course(s)

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry  
 Biochemistry  
 Organic chemistry  
 Physical chemistry  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,686	28.55
1	Yes	6,770	28.91
-7	Item legitimate skip/NA	1,969	8.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	134	0.57
TOTALS		23,415	100.00

Variable Name: N1NOCHEM

Record #1, Position: 8073 - 8074, Format: N2.

Variable Label: N1 A16E Science teacher hasn't taken any college-level chemistry courses

Variable Description:

- Which of the following college-level chemistry courses have you taken?

(Check all that apply.)

Analytical chemistry  
 Biochemistry  
 Organic chemistry  
 Physical chemistry  
 None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,549	53.59
1	Yes	907	3.87
-7	Item legitimate skip/NA	1,969	8.41
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	134	0.57
TOTALS		23,415	100.00

Variable Name: N1ASTRONOMY

Record #1, Position: 8075 - 8076, Format: N2.

Variable Label: N1 A17A Science teacher has taken college-level astronomy course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	4,716	20.14
1	Yes	5,349	22.84
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1ENVSCI

Record #1, Position: 8077 - 8078, Format: N2.

Variable Label: N1 A17B Science teacher has taken college-level environmental science course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

Code	Value Label	Frequency	Percentage
0	No	4,564	19.49
1	Yes	5,501	23.49
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1GEOLOGY

Record #1, Position: 8079 - 8080, Format: N2.

Variable Label: N1 A17C Science teacher has taken college-level geology course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy

Environmental science

Geology

Meteorology

Oceanography

Physical Geography

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,789	11.91
1	Yes	7,276	31.07
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1METEOROLGY

Record #1, Position: 8081 - 8082, Format: N2.

Variable Label: N1 A17D Science teacher has taken college-level meteorology course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy  
Environmental science  
Geology  
Meteorology  
Oceanography  
Physical Geography  
None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,127	30.44
1	Yes	2,938	12.55
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1OCEAN

Record #1, Position: 8083 - 8084, Format: N2.

Variable Label: N1 A17E Science teacher has taken college-level oceanography course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy  
Environmental science  
Geology  
Meteorology  
Oceanography  
Physical Geography  
None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,219	30.83
1	Yes	2,846	12.15
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1PHYSGEOG

Record #1, Position: 8085 - 8086, Format: N2.

Variable Label: N1 A17F Science teacher has taken college-level physical geography course(s)

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy  
Environmental science  
Geology  
Meteorology  
Oceanography  
Physical Geography  
None of the these

Code	Value Label	Frequency	Percentage
0	No	6,491	27.72
1	Yes	3,574	15.26
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1NOEARTHSCI

Record #1, Position: 8087 - 8088, Format: N2.

Variable Label: N1 A17G Science teacher hasn't taken any college-level earth/space science

Variable Description:

- Which of the following college-level earth or space science courses have you taken?

(Check all that apply.)

Astronomy  
Environmental science  
Geology  
Meteorology  
Oceanography  
Physical Geography  
None of the these

Code	Value Label	Frequency	Percentage
0	No	9,707	41.46
1	Yes	358	1.53
-7	Item legitimate skip/NA	5,422	23.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	72	0.31
TOTALS		23,415	100.00

Variable Name: N1ELECTRICTY

Record #1, Position: 8089 - 8090, Format: N2.

Variable Label: N1 A18A Science teacher has taken college-level electricity/magnetism course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism  
Heat and thermodynamics  
Mechanics  
Modern/quantum physics  
Nuclear physics  
Optics  
None of the these

Code	Value Label	Frequency	Percentage
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0	No	6,475	27.65
1	Yes	4,715	20.14
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1HEAT

Record #1, Position: 8091 - 8092, Format: N2.

Variable Label: N1 A18B Science teacher has taken college-level heat/thermodynamics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,323	31.27
1	Yes	3,867	16.52
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1MECHANICS

Record #1, Position: 8093 - 8094, Format: N2.

Variable Label: N1 A18C Science teacher has taken college-level mechanics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,316	26.97
1	Yes	4,874	20.82
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1QUANTUM

Record #1, Position: 8095 - 8096, Format: N2.

Variable Label: N1 A18D Science teacher has taken college-level modern/quantum physics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism  
Heat and thermodynamics  
Mechanics  
Modern/quantum physics  
Nuclear physics  
Optics  
None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,001	38.44
1	Yes	2,189	9.35
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1NUCLEAR

Record #1, Position: 8097 - 8098, Format: N2.

Variable Label: N1 A18E Science teacher has taken college-level nuclear physics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism  
Heat and thermodynamics  
Mechanics  
Modern/quantum physics  
Nuclear physics  
Optics  
None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,331	44.12
1	Yes	859	3.67
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1OPTICS

Record #1, Position: 8099 - 8100, Format: N2.

Variable Label: N1 A18F Science teacher has taken college-level optics course(s)

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism  
Heat and thermodynamics  
Mechanics  
Modern/quantum physics  
Nuclear physics  
Optics  
None of the these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,317	39.79
1	Yes	1,873	8.00



-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1NOPHYSICS

Record #1, Position: 8101 - 8102, Format: N2.

Variable Label: N1 A18G Science teacher hasn't taken any college-level physics courses

Variable Description:

- Which of the following college-level physics courses have you taken?

(Check all that apply.)

Electricity and magnetism

Heat and thermodynamics

Mechanics

Modern/quantum physics

Nuclear physics

Optics

None of the these

Code	Value Label	Frequency	Percentage
0	No	6,879	29.38
1	Yes	4,311	18.41
-7	Item legitimate skip/NA	3,969	16.95
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: N1SCIJOB

Record #1, Position: 8103 - 8104, Format: N2.

Variable Label: N1 A19 Science teacher held science-related job prior to becoming a teacher

Variable Description:

- Did you work in a job in which you used college-level science before becoming a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	10,300	43.99
1	Yes	5,191	22.17
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	68	0.29
TOTALS		23,415	100.00

Variable Name: N1ALTCERT

Record #1, Position: 8105 - 8106, Format: N2.

Variable Label: N1 A20 Science teacher entered profession via alternative certification program

Variable Description:

- Did you enter teaching through an alternative certification program?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	11,041	47.15
1	Yes	4,466	19.07
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	52	0.22

TOTALS		23,415	100.00
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Variable Name: N1CERTTYPE

Record #1, Position: 8107 - 8108, Format: N2.

Variable Label: N1 A21 Type of science teaching certificate currently held by science teacher

Variable Description:

- Which of the following describes the science teaching certificate you currently hold in [your state]?

Regular or standard state certificate or advanced professional certificate

Certificate issued after satisfying all requirements except the completion of a probationary teaching period

Certificate that requires some additional coursework or passing a test

Certificate issued to persons who must complete a certification program in order to continue teaching

You do not hold any of these certifications in this state

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
1	Regular state cert/adv prof certificate	12,592	53.78
2	Certificate issued w/probationary period	640	2.73
3	Cert requiring additional coursewrk/test	664	2.84
4	Cert issued; must complete cert program	539	2.30
5	Holds none of these certs in this state	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	70	0.30
TOTALS		23,415	100.00

Variable Name: N1CERTK5

Record #1, Position: 8109 - 8110, Format: N2.

Variable Label: N1 A22A Science teacher certified to teach science to grades K-5

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th through 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	13,581	58.00
1	Yes	804	3.43
-7	Item legitimate skip/NA	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: N1CERT68

Record #1, Position: 8111 - 8112, Format: N2.

Variable Label: N1 A22B Science teacher certified to teach science to grades 6-8

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th through 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,489	31.98
1	Yes	6,896	29.45
-7	Item legitimate skip/NA	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: N1CERTBIO912

Record #1, Position: 8113 - 8114, Format: N2.

Variable Label: N1 A22C Science teacher certified to teach biology/life science to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th through 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,830	12.09
1	Yes	11,555	49.35
-7	Item legitimate skip/NA	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: N1CERTPHY912

Record #1, Position: 8115 - 8116, Format: N2.

Variable Label: N1 A22D Science teacher certified to teach HS chemistry/physics/physical science

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th through 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,491	27.72
1	Yes	7,894	33.71
-7	Item legitimate skip/NA	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: N1CERTERT912

Record #1, Position: 8117 - 8118, Format: N2.

Variable Label: N1 A22E Science teacher certified to teach earth/space science to grades 9-12

Variable Description:

- In which grades does this certificate allow you to teach science in [your state]?

(Check all that apply.)

Kindergarten through 5th grade (any or all grades)

6th through 8th grade (any or all grades)

9th through 12th grades for biology or life sciences (any or all grades)

9th through 12th grade for chemistry, physics, or physical science (any or all grades)

9th through 12th grades for earth or space sciences (any or all grades)

Note: Question wording was customized in the survey instrument such that the respondent's actual state was used in place of 'your state'.

Code	Value Label	Frequency	Percentage
0	No	7,648	32.66
1	Yes	6,737	28.77
-7	Item legitimate skip/NA	1,054	4.50
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: N1SCIYRS912

Record #1, Position: 8119 - 8120, Format: N2.

Variable Label: N1 A23 Years science teacher has taught high school science

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- Including this school year, how many years have you taught high school (grades 9-12) science at any school?

Code	Value Label	Frequency	Percentage
C	1 - 26	15,514	66.26
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	45	0.19
TOTALS		23,415	100.00

Variable Name: N1TCHYRK8

Record #1, Position: 8121 - 8122, Format: N2.

Variable Label: N1 A24A Years science teacher has taught any subject to grade levels K-8

Comment: Years more than 11 recoded as 11 on the public use file.

Variable Description:

- The next two questions are about your years teaching science or any other subject.

Including this school year, how many years have you taught...

any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)

any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	0 - 11	14,156	60.46
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,403	5.99
TOTALS		23,415	100.00

Variable Name: N1TCHYR912

Record #1, Position: 8123 - 8124, Format: N2.

Variable Label: N1 A24B Years science teacher has taught any subject to grade levels 9-12

Comment: Years more than 26 recoded as 26 on the public use file.

Variable Description:

- The next two questions are about your years teaching science or any other subject.  
Including this school year, how many years have you taught...  
any grade K-8 at any school? (Please enter 0 if you have never taught grades K-8)  
any grade 9-12 at any school?

Code	Value Label	Frequency	Percentage
C	1 - 26	15,351	65.56
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	208	0.89
TOTALS		23,415	100.00

Variable Name: N1SCHYRS

Record #1, Position: 8125 - 8126, Format: N2.

Variable Label: N1 A25 Years science teacher has taught any subject/grade at current school

Comment: Years more than 21 recoded as 21 on the public use file.

Variable Description:

- Including this school year, how many years have you taught any subject at any grade level at [your school]?

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 21	15,522	66.29
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	37	0.16
TOTALS		23,415	100.00

Variable Name: N1PENSION

Record #1, Position: 8127 - 8128, Format: N2.

Variable Label: N1 A26 Science teacher collecting from teacher retirement system/401(k)/403(b)

Variable Description:

- Are you currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan which includes funds you contributed as a teacher?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	12,921	55.18
1	Yes	2,525	10.78
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	113	0.48
TOTALS		23,415	100.00

Variable Name: N1TEACHING

Record #1, Position: 8129 - 8130, Format: N2.

Variable Label: N1 C01A Science teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
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1	Strongly agree	7,732	33.02
2	Agree	6,039	25.79
3	Disagree or strongly disagree	458	1.96
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,330	5.68
TOTALS		23,415	100.00

Variable Name: N1LEARNING

Record #1, Position: 8131 - 8132, Format: N2.

Variable Label: N1 C01B Science teachers in the school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...  
set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,443	31.79
2	Agree	6,219	26.56
3	Disagree or strongly disagree	591	2.52
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,306	5.58
TOTALS		23,415	100.00

Variable Name: N1BELIEVE

Record #1, Position: 8133 - 8134, Format: N2.

Variable Label: N1 C01C Science teachers in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...  
believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,760	20.33
2	Agree	7,857	33.56
3	Disagree or strongly disagree	1,625	6.94
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,317	5.62
TOTALS		23,415	100.00

Variable Name: N1CLEARGOALS

Record #1, Position: 8135 - 8136, Format: N2.

Variable Label: N1 C01D Science teachers in this school make goals clear to students

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

make expectations for instructional goals clear to students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	6,908	29.50
2	Agree	6,911	29.52
3	Disagree or strongly disagree	437	1.87
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,303	5.56
TOTALS		23,415	100.00

Variable Name: N1GIVEUP

Record #1, Position: 8137 - 8138, Format: N2.

Variable Label: N1 C01E Science teachers in this school have given up on some students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	274	1.17
2	Agree	3,343	14.28
3	Disagree	6,545	27.95
4	Strongly disagree	4,060	17.34
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,337	5.71
TOTALS		23,415	100.00

Variable Name: N1CARE

Record #1, Position: 8139 - 8140, Format: N2.

Variable Label: N1 C01F Science teachers in this school care only about smart students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	148	0.63
2	Agree	365	1.56
3	Disagree	5,586	23.86
4	Strongly disagree	8,112	34.64
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,348	5.76
TOTALS		23,415	100.00

Variable Name: N1EXPECT

Record #1, Position: 8141 - 8142, Format: N2.

Variable Label: N1 C01G Science teachers in this school expect very little from students

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...  
expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	160	0.68
2	Agree	524	2.24
3	Disagree	5,015	21.42
4	Strongly disagree	8,527	36.42
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,333	5.69
TOTALS		23,415	100.00

Variable Name: N1WORKHARD

Record #1, Position: 8143 - 8144, Format: N2.

Variable Label: N1 C01H Science teachers in the school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- Indicate the extent to which you agree or disagree with each of the following statements about high school science teachers at your school. High school teachers at your school...  
work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	7,500	32.03
2	Agree	6,270	26.78
3	Disagree or strongly disagree	489	2.09
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,300	5.55
TOTALS		23,415	100.00

Variable Name: N1COURSE

Record #1, Position: 8145 - 8146, Format: N2.

Variable Label: N1 C02 Student's fall 2009 science course - categorized

Comment: Sparse values recoded to "Other science" on the public use file.

Variable Description:

- The following questions are about the [fall 2009 science] course you are teaching.

[if web mode: We would like to standardize the various course titles we receive from schools into defined categories. This course may or may not exactly match one of these categories. Regardless, please indicate which of the following best categorizes this course.]

[if TIO mode: We would like to standardize the various course titles we receive from schools into defined categories. Please indicate which of the following best categorizes this course.]

Life Science

Anatomy or Physiology

Biology I

Advanced Biology such as Biology II, AP, or IB



Other Biological Science such as botany, marine biology, or zoology  
 Chemistry I  
 Advanced Chemistry such as Chemistry II, AP, or IB  
 Environmental Science  
 Earth Science  
 Physical Science with Earth Science  
 Other Earth or Environmental Science such as ecology, geology, oceanography, or meteorology  
 Physics I  
 Advanced Physics such as Physics II, AP, or IB  
 Physical Science without Earth Science  
 Physical Science with Earth Science  
 Other Physical Science such as astronomy or electronics  
 Principles of Technology  
 Integrated Science I  
 Integrated Science II or above  
 General Science  
 Other science

Note: Question wording was customized in the survey instrument based on interview mode, as indicated above; question wording was also customized such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	General Science	238	1.02
2	Life Science	497	2.12
3	Environmental Science	219	0.94
4	Earth Science	1,451	6.20
5	Other Earth or Environmental Science	190	0.81
6	Physical Science without Earth Science	2,316	9.89
7	Physical Science with Earth Science	1,412	6.03
11	Biology I	4,383	18.72
12	Advanced Biology, e.g. Bio II, AP, or IB	255	1.09
14	Chemistry I	205	0.88
16	Physics I	248	1.06
18	Integrated Science I	545	2.33
20	Other science	249	1.06
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,351	14.31
TOTALS		23,415	100.00

Variable Name: N1ACHIEVE

Record #1, Position: 8147 - 8148, Format: N2.

Variable Label: N1 C03 Achievement of students in science course compared w/ average 9th grader

Variable Description:

- Which of the following best describes the achievement level of students in [fall 2009 science course] compared with the average 9th grade student in this school?

Higher achievement levels

Average achievement levels

Lower achievement levels

Widely differing achievement levels

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	Higher achievement levels	3,325	14.20
2	Average achievement levels	5,650	24.13
3	Lower achievement levels	1,362	5.82

4	Widely differing achievement levels	1,797	7.67
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,425	14.63
TOTALS		23,415	100.00

Variable Name: N1UNPREPCT

Record #1, Position: 8149 - 8150, Format: N2.

Variable Label: N1 C04 Percentage of students in science course that are unprepared

Variable Description:

- About what percentage of the students in [fall 2009 science course] are not adequately prepared to tackle the material you cover?
- 25% or less
- 26% to 50%
- 51% to 75%
- More than 75%

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
1	25% or less	7,849	33.52
2	26% to 50%	2,865	12.24
3	51% to 75%	953	4.07
4	More than 75%	395	1.69
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,497	14.93
TOTALS		23,415	100.00

Variable Name: N1GROUP

Record #1, Position: 8151 - 8152, Format: N2.

Variable Label: N1 C05 Science teacher has students work in small groups

Variable Description:

- Do you have students in your [fall 2009 science course] work in small groups?
- Yes
- Not currently, but you plan to at some point during this course
- No

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course".

Code	Value Label	Frequency	Percentage
0	No	369	1.58
1	Yes	11,268	48.12
2	Not currently, but plan to during course	504	2.15
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,418	14.60
TOTALS		23,415	100.00

Variable Name: N1ASSIGN

Record #1, Position: 8153 - 8154, Format: N2.

Variable Label: N1 C06 How science teacher assigns students to small groups

Variable Description:

- Primarily, how do you [plan to] assign students to groups in [fall 2009 science course]?
- Intentionally create groups so students will be of similar ability levels
- Intentionally create groups so students will be of different ability levels
- Create groups without regard to ability level such as alphabetically or randomly
- Groups will be chosen by the students

Note: Question wording was customized in the survey instrument such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of "fall 2009 science course"; question wording was also customized such that "plan

to" was used in cases where the teacher respondent indicated they did not currently have students work in small groups, but planned to at some point during the course.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Create groups of similar ability levels	617	2.64
2	Create groups of different ability levels	6,045	25.82
3	Create groups w/o regard to ability level	2,769	11.83
4	Groups chosen by the students	2,286	9.76
-7	Item legitimate skip/NA	369	1.58
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,473	14.83
TOTALS		23,415	100.00

Variable Name: N1INTEREST

Record #1, Position: 8155 - 8156, Format: N2.

Variable Label: N1 C07A Science teacher's emphasis on increasing students' interest in science

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Increasing students' interest in science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	557	2.38
3	Moderate emphasis	5,483	23.42
4	Heavy emphasis	6,123	26.15
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,396	14.50
TOTALS		23,415	100.00

Variable Name: N1CONCEPTS

Record #1, Position: 8157 - 8158, Format: N2.

Variable Label: N1 C07B Science teacher's emphasis on teaching basic science concepts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students basic science concepts

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	115	0.49
3	Moderate emphasis	2,443	10.43
4	Heavy emphasis	9,558	40.82
-8	Unit non-response/component not applicable	7,856	33.55

-9	Missing	3,443	14.70
TOTALS		23,415	100.00

Variable Name: N1TERMS

Record #1, Position: 8159 - 8160, Format: N2.

Variable Label: N1 C07C Science teacher's emphasis on important science terms/facts

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students important terms and facts of science

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	672	2.87
3	Moderate emphasis	4,644	19.83
4	Heavy emphasis	6,815	29.11
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,428	14.64
TOTALS		23,415	100.00

Variable Name: N1SKILLS

Record #1, Position: 8161 - 8162, Format: N2.

Variable Label: N1 C07D Science teacher's emphasis on science process/inquiry skills

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students science process or inquiry skills

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	476	2.03
3	Moderate emphasis	4,387	18.74
4	Heavy emphasis	7,265	31.03
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,431	14.65
TOTALS		23,415	100.00

Variable Name: N1PREPARE

Record #1, Position: 8163 - 8164, Format: N2.

Variable Label: N1 C07E Science teacher's emphasis on preparation for further science study

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Preparing students for further study in science

No emphasis

Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	1,118	4.77
3	Moderate emphasis	5,223	22.31
4	Heavy emphasis	5,776	24.67
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,442	14.70
TOTALS		23,415	100.00

Variable Name: N1EVIDENCE

Record #1, Position: 8165 - 8166, Format: N2.

Variable Label: N1 C07F Science teacher's emphasis on evaluating arguments based on evidence

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students to evaluate arguments based on scientific evidence

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	No emphasis	92	0.39
2	Minimal emphasis	2,531	10.81
3	Moderate emphasis	5,565	23.77
4	Heavy emphasis	3,961	16.92
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,410	14.56
TOTALS		23,415	100.00

Variable Name: N1IDEAS

Record #1, Position: 8167 - 8168, Format: N2.

Variable Label: N1 C07G Science teacher's emphasis on effectively communicating science ideas

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students how to communicate ideas in science effectively

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	No emphasis or minimal emphasis	1,391	5.94
3	Moderate emphasis	6,107	26.08
4	Heavy emphasis	4,535	19.37

-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,526	15.06
TOTALS		23,415	100.00

Variable Name: N1BUSINESS

Record #1, Position: 8169 - 8170, Format: N2.

Variable Label: N1 C07H Science teacher's emphasis on business/industry applications of science

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the applications of science in business and industry

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
1	No emphasis	141	0.60
2	Minimal emphasis	3,095	13.22
3	Moderate emphasis	6,176	26.38
4	Heavy emphasis	2,626	11.22
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,521	15.04
TOTALS		23,415	100.00

Variable Name: N1SOCIETY

Record #1, Position: 8171 - 8172, Format: N2.

Variable Label: N1 C07I Science teacher's emphasis on relationship between science/tech/society

Comment: "No emphasis" recoded as "No emphasis or minimal emphasis" on the public use file.

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the relationship between science, technology, and society

No emphasis

Minimal Emphasis

Moderate Emphasis

Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

Code	Value Label	Frequency	Percentage
2	No emphasis or minimal emphasis	1,623	6.93
3	Moderate emphasis	5,950	25.41
4	Heavy emphasis	4,443	18.98
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,543	15.13
TOTALS		23,415	100.00

Variable Name: N1HISTORY

Record #1, Position: 8173 - 8174, Format: N2.

Variable Label: N1 C07J Science teacher's emphasis on history/nature of science

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Teaching students about the history and nature of science

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	No emphasis	88	0.38
2	Minimal emphasis	2,663	11.37
3	Moderate emphasis	6,278	26.81
4	Heavy emphasis	3,003	12.83
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,527	15.06
TOTALS		23,415	100.00

Variable Name: N1TEST

Record #1, Position: 8175 - 8176, Format: N2.

Variable Label: N1 C07K Science teacher's emphasis on standardized test preparation

Variable Description:

- Think about the full duration of this [fall 2009 science course]. How much emphasis are you placing on each of the following objectives?

Preparing students for standardized tests

No emphasis  
Minimal Emphasis  
Moderate Emphasis  
Heavy Emphasis

Note: Question wording was customized in the survey instrument based such that the actual name of the fall 2009 science course taught by the teacher respondent was used in place of 'fall 2009 science course'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	No emphasis	544	2.32
2	Minimal emphasis	2,502	10.69
3	Moderate emphasis	4,877	20.83
4	Heavy emphasis	4,112	17.56
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	3,524	15.05
TOTALS		23,415	100.00

Variable Name: N1ADVSENIOR

Record #1, Position: 8177 - 8178, Format: N2.

Variable Label: N1 C08A Advanced science courses assigned to teachers with the most seniority

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the most seniority

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,663	7.10
2	Agree	3,582	15.30

3	Disagree	6,597	28.17
4	Strongly disagree	2,264	9.67
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,453	6.21
TOTALS		23,415	100.00

Variable Name: N1ADVBCKGRND

Record #1, Position: 8179 - 8180, Format: N2.

Variable Label: N1 C08B Advanced science courses assigned to teachers with strongest background

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Advanced courses are assigned to teachers with the strongest science background

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,012	12.86
2	Agree	6,426	27.44
3	Disagree	3,774	16.12
4	Strongly disagree	826	3.53
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,521	6.50
TOTALS		23,415	100.00

Variable Name: N1ADVALL

Record #1, Position: 8181 - 8182, Format: N2.

Variable Label: N1 C08C Advanced science courses assigned to all or most science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

All or most science teachers are assigned at least one section of advanced courses

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	871	3.72
2	Agree	3,196	13.65
3	Disagree	6,501	27.76
4	Strongly disagree	3,520	15.03
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,471	6.28
TOTALS		23,415	100.00

Variable Name: N1NCNEW

Record #1, Position: 8183 - 8184, Format: N2.

Variable Label: N1 C08D Non-college prep science courses assigned to teachers new to profession

Variable Description:



- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers new to the profession

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	833	3.56
2	Agree	3,390	14.48
3	Disagree	7,108	30.36
4	Strongly disagree	2,576	11.00
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,652	7.06
TOTALS		23,415	100.00

Variable Name: N1NCLOW

Record #1, Position: 8185 - 8186, Format: N2.

Variable Label: N1 C08E Non-college prep science course assigned to teacher w/ low performers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

Non-college prep courses are assigned to teachers whose students do not perform well on standardized tests

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	276	1.18
2	Agree	1,542	6.59
3	Disagree	7,900	33.74
4	Strongly disagree	4,071	17.39
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,770	7.56
TOTALS		23,415	100.00

Variable Name: N1NCALL

Record #1, Position: 8187 - 8188, Format: N2.

Variable Label: N1 C08F Non-college prep science courses assigned to all/most science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about how high school science teaching assignments are made at [your school]?

All or most science teachers are assigned at least one section of a non-college prep course

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
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1	Strongly agree	1,019	4.35
2	Agree	4,837	20.66
3	Disagree	5,510	23.53
4	Strongly disagree	2,598	11.10
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,595	6.81
TOTALS		23,415	100.00

Variable Name: N1SHRIDEAS

Record #1, Position: 8189 - 8190, Format: N2.

Variable Label: N1 C09A Science teachers in this department share ideas on teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...  
share ideas on teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,369	27.20
2	Agree	6,545	27.95
3	Disagree	927	3.96
4	Strongly disagree	236	1.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,482	6.33
TOTALS		23,415	100.00

Variable Name: N1WORKSHOP

Record #1, Position: 8191 - 8192, Format: N2.

Variable Label: N1 C09B Science teachers in dept discuss what was learned at workshop/conference

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...  
discuss what was learned at a workshop or conference.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,018	17.16
2	Agree	7,572	32.34
3	Disagree	2,029	8.67
4	Strongly disagree	484	2.07
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,456	6.22
TOTALS		23,415	100.00

Variable Name: N1SHRSTWRK

Record #1, Position: 8193 - 8194, Format: N2.

Variable Label: N1 C09C Science teachers in this department share and discuss student work

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

share and discuss student work.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,521	15.04
2	Agree	7,773	33.20
3	Disagree	2,237	9.55
4	Strongly disagree	510	2.18
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,518	6.48
TOTALS		23,415	100.00

Variable Name: N1SHRLESSONS

Record #1, Position: 8195 - 8196, Format: N2.

Variable Label: N1 C09D Science teachers in this dept discuss lessons that were not successful

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

discuss particular lessons that were not very successful.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,359	14.35
2	Agree	7,913	33.79
3	Disagree	2,338	9.99
4	Strongly disagree	512	2.19
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,437	6.14
TOTALS		23,415	100.00

Variable Name: N1SHRBELIEFS

Record #1, Position: 8197 - 8198, Format: N2.

Variable Label: N1 C09E Science teachers in this dept discuss beliefs about teaching/learning

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

discuss beliefs about teaching and learning.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,545	19.41
2	Agree	7,797	33.30
3	Disagree	1,487	6.35
4	Strongly disagree	280	1.20
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,450	6.19
TOTALS		23,415	100.00

Variable Name: N1SHRMTHDS

Record #1, Position: 8199 - 8200, Format: N2.

Variable Label: N1 C09F Science teachers in dept share research on effective teaching methods

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

share and discuss research on effective teaching methods.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,604	15.39
2	Agree	7,375	31.50
3	Disagree	2,545	10.87
4	Strongly disagree	605	2.58
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,430	6.11
TOTALS		23,415	100.00

Variable Name: N1SHRELL

Record #1, Position: 8201 - 8202, Format: N2.

Variable Label: N1 C09G Science teachers in dept share research on ELL instructional practices

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

share and discuss research on effective instructional practices for English language learners.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,484	6.34
2	Agree	5,817	24.84
3	Disagree	5,211	22.25
4	Strongly disagree	1,355	5.79
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,692	7.23

TOTALS		23,415	100.00
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Variable Name: N1SHRAPPRCH

Record #1, Position: 8203 - 8204, Format: N2.

Variable Label: N1 C09H Science teachers in dept explore approaches for underperforming students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

explore new teaching approaches for under-performing students.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,562	15.21
2	Agree	8,368	35.74
3	Disagree	1,922	8.21
4	Strongly disagree	248	1.06
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,459	6.23
TOTALS		23,415	100.00

Variable Name: N1SHRCONTENT

Record #1, Position: 8205 - 8206, Format: N2.

Variable Label: N1 C09I Science teachers in dept coordinate course content with other teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

make a conscious effort to coordinate the content of courses with other teachers in this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,067	17.37
2	Agree	6,974	29.78
3	Disagree	2,588	11.05
4	Strongly disagree	449	1.92
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,481	6.33
TOTALS		23,415	100.00

Variable Name: N1EFFECTIVE

Record #1, Position: 8207 - 8208, Format: N2.

Variable Label: N1 C09J Science teachers in dept are effective at teaching students in science

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...

are effective at teaching students in science.

Strongly agree

Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,950	25.41
2	Agree	7,786	33.25
3	Disagree or strongly disagree	393	1.68
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,430	6.11
TOTALS		23,415	100.00

Variable Name: N1MENTOR

Record #1, Position: 8209 - 8210, Format: N2.

Variable Label: N1 C09K Science teachers in this dept provide support to new science teachers

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...  
provide support to new science teachers.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	6,166	26.33
2	Agree	6,713	28.67
3	Disagree	879	3.75
4	Strongly disagree	335	1.43
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,466	6.26
TOTALS		23,415	100.00

Variable Name: N1CHAIR

Record #1, Position: 8211 - 8212, Format: N2.

Variable Label: N1 C09L Science teachers are supported/encouraged by science department's chair

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the science department at [your school]?  
Science teachers in this department...  
are supported and encouraged by the science department's chair or curricular area coordinator.

Strongly agree  
Agree  
Disagree  
Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,932	25.33
2	Agree	6,367	27.19
3	Disagree	1,106	4.72
4	Strongly disagree	546	2.33

-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,608	6.87
TOTALS		23,415	100.00

Variable Name: N1ENGCOMP

Record #1, Position: 8213 - 8214, Format: N2.

Variable Label: N1 D01A Comparison of females' and males' abilities in English or language arts

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

English or Language Arts

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	726	3.10
2	Females are somewhat better	4,136	17.66
3	Females and males are the same	8,260	35.28
4	Males are somewhat to much better	47	0.20
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	2,390	10.21
TOTALS		23,415	100.00

Variable Name: N1MTHCOMP

Record #1, Position: 8215 - 8216, Format: N2.

Variable Label: N1 D01B Comparison of females' and males' abilities in math

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Math

Females are much better

Females are somewhat better

Females and males are the same

Males are somewhat better

Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	175	0.75
2	Females are somewhat better	978	4.18
3	Females and males are the same	9,798	41.84
4	Males are somewhat better	2,221	9.49
5	Males are much better	159	0.68
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	2,228	9.52
TOTALS		23,415	100.00

Variable Name: N1SCICOMP

Record #1, Position: 8217 - 8218, Format: N2.

Variable Label: N1 D01C Comparison of females' and males' abilities in science

Comment: "Males are much better" recoded as "Males are somewhat to much better" on the public use file.

Variable Description:

- In general, how would you compare males and females in each of the following subjects?

Science

Females are much better

Females are somewhat better  
 Females and males are the same  
 Males are somewhat better  
 Males are much better

Code	Value Label	Frequency	Percentage
1	Females are much better	385	1.64
2	Females are somewhat better	1,643	7.02
3	Females and males are the same	10,625	45.38
4	Males are somewhat to much better	1,247	5.33
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,659	7.09
TOTALS		23,415	100.00

Variable Name: N1TARDY

Record #1, Position: 8219 - 8220, Format: N2.

Variable Label: N1 D02A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2,820	12.04
2	Minor problem	6,412	27.38
3	Moderate problem	3,367	14.38
4	Serious problem	1,577	6.73
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,383	5.91
TOTALS		23,415	100.00

Variable Name: N1STUABSENT

Record #1, Position: 8221 - 8222, Format: N2.

Variable Label: N1 D02B Student absenteeism is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2,317	9.90
2	Minor problem	5,548	23.69
3	Moderate problem	4,136	17.66
4	Serious problem	2,175	9.29
-8	Unit non-response/component not applicable	7,856	33.55



-9	Missing	1,383	5.91
TOTALS		23,415	100.00

Variable Name: N1CUT

Record #1, Position: 8223 - 8224, Format: N2.

Variable Label: N1 D02C Student class cutting is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	5,274	22.52
2	Minor problem	5,928	25.32
3	Moderate problem	2,122	9.06
4	Serious problem	844	3.60
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,391	5.94
TOTALS		23,415	100.00

Variable Name: N1TCHRAbsent

Record #1, Position: 8225 - 8226, Format: N2.

Variable Label: N1 D02D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	9,920	42.37
2	Minor problem	3,556	15.19
3	Moderate to serious problem	694	2.96
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,389	5.93
TOTALS		23,415	100.00

Variable Name: N1DROPOUT

Record #1, Position: 8227 - 8228, Format: N2.

Variable Label: N1 D02E Students dropping out is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	4,786	20.44
2	Minor problem	5,779	24.68
3	Moderate problem	2,716	11.60
4	Serious problem	838	3.58
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,440	6.15
TOTALS		23,415	100.00

Variable Name: N1APATHY

Record #1, Position: 8229 - 8230, Format: N2.

Variable Label: N1 D02F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1,490	6.36
2	Minor problem	4,358	18.61
3	Moderate problem	4,190	17.89
4	Serious problem	4,041	17.26
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,480	6.32
TOTALS		23,415	100.00

Variable Name: N1INVOLVEMNT

Record #1, Position: 8231 - 8232, Format: N2.

Variable Label: N1 D02G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	2,765	11.81
2	Minor problem	4,290	18.32
3	Moderate problem	4,202	17.95
4	Serious problem	2,931	12.52
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,371	5.86

TOTALS		23,415	100.00
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Variable Name: N1UNPREPPROB

Record #1, Position: 8233 - 8234, Format: N2.

Variable Label: N1 D02H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	1,370	5.85
2	Minor problem	4,769	20.37
3	Moderate problem	4,557	19.46
4	Serious problem	3,491	14.91
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,372	5.86
TOTALS		23,415	100.00

Variable Name: N1HEALTH

Record #1, Position: 8235 - 8236, Format: N2.

Variable Label: N1 D02I Poor student health is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	6,855	29.28
2	Minor problem	5,672	24.22
3	Moderate problem	1,401	5.98
4	Serious problem	221	0.94
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,410	6.02
TOTALS		23,415	100.00

Variable Name: N1RESOURCES

Record #1, Position: 8237 - 8238, Format: N2.

Variable Label: N1 D02J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	4,759	20.32
2	Minor problem	4,759	20.32
3	Moderate problem	3,159	13.49
4	Serious problem	1,497	6.39
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,385	5.92
TOTALS		23,415	100.00

Variable Name: N1ABLRANGE

Record #1, Position: 8239 - 8240, Format: N2.

Variable Label: N1 D03A Teaching is limited by different academic abilities in the same class

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with different academic abilities in the same class

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	160	0.68
1	Not at all	1,992	8.51
2	A little	5,118	21.86
3	Some	4,609	19.68
4	A lot	2,333	9.96
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,347	5.75
TOTALS		23,415	100.00

Variable Name: N1SESRANGE

Record #1, Position: 8241 - 8242, Format: N2.

Variable Label: N1 D03B Teaching is limited by students with wide range of SES backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of socio-economic backgrounds

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	374	1.60
1	Not at all	6,238	26.64
2	A little	4,491	19.18
3	Some	2,245	9.59
4	A lot	836	3.57
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,375	5.87

TOTALS		23,415	100.00
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Variable Name: N1LANGRANGE

Record #1, Position: 8243 - 8244, Format: N2.

Variable Label: N1 D03C Teaching is limited by students with wide range of language backgrounds

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students who come from a wide range of language backgrounds

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	2,269	9.69
1	Not at all	4,585	19.58
2	A little	4,644	19.83
3	Some	2,048	8.75
4	A lot	602	2.57
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,411	6.03
TOTALS		23,415	100.00

Variable Name: N1SPECNEED

Record #1, Position: 8245 - 8246, Format: N2.

Variable Label: N1 D03D Teaching is limited by students with special needs

Variable Description:

- In your view, to what extent do the following limit how you teach?

Students with special needs such as hearing, vision, or speech impairments, physical disabilities, or mental, emotional, or psychological impairments

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	1,142	4.88
1	Not at all	4,688	20.02
2	A little	5,266	22.49
3	Some	2,423	10.35
4	A lot	656	2.80
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,384	5.91
TOTALS		23,415	100.00

Variable Name: N1UNINTEREST

Record #1, Position: 8247 - 8248, Format: N2.

Variable Label: N1 D03E Teaching is limited by uninterested students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Uninterested students

Not applicable

Not at all

A little

Some  
A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	119	0.51
1	Not at all	1,405	6.00
2	A little	4,635	19.80
3	Some	4,571	19.52
4	A lot	3,469	14.82
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,360	5.81
TOTALS		23,415	100.00

Variable Name: N1MORALE

Record #1, Position: 8249 - 8250, Format: N2.

Variable Label: N1 D03F Teaching is limited by low morale among students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Low morale among students

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	350	1.49
1	Not at all	3,348	14.30
2	A little	5,293	22.61
3	Some	3,518	15.02
4	A lot	1,664	7.11
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,386	5.92
TOTALS		23,415	100.00

Variable Name: N1DISRUPT

Record #1, Position: 8251 - 8252, Format: N2.

Variable Label: N1 D03G Teaching is limited by disruptive students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Disruptive students

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	197	0.84
1	Not at all	2,310	9.87
2	A little	5,217	22.28
3	Some	3,912	16.71
4	A lot	2,494	10.65
-8	Unit non-response/component not applicable	7,856	33.55

-9	Missing	1,429	6.10
TOTALS		23,415	100.00

Variable Name: N1PROFDEV

Record #1, Position: 8253 - 8254, Format: N2.

Variable Label: N1 D03H Teaching is limited by inadequate professional learning opportunities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate opportunities for professional learning

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,144	4.89
1	Not at all	7,654	32.69
2	A little	3,174	13.56
3	Some	1,645	7.03
4	A lot	506	2.16
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,436	6.13
TOTALS		23,415	100.00

Variable Name: N1ADMSUPPORT

Record #1, Position: 8255 - 8256, Format: N2.

Variable Label: N1 D03I Teaching is limited by inadequate administrative support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate administrative support

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	940	4.01
1	Not at all	7,320	31.26
2	A little	3,271	13.97
3	Some	1,700	7.26
4	A lot	909	3.88
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,419	6.06
TOTALS		23,415	100.00

Variable Name: N1COMPUTER

Record #1, Position: 8257 - 8258, Format: N2.

Variable Label: N1 D03J Teaching is limited by shortage of computer hardware/software

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of computer hardware or software

Not applicable

Not at all

A little

Some  
A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	680	2.90
1	Not at all	5,092	21.75
2	A little	3,828	16.35
3	Some	2,634	11.25
4	A lot	1,950	8.33
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,375	5.87
TOTALS		23,415	100.00

Variable Name: N1TECHSUPPRT

Record #1, Position: 8259 - 8260, Format: N2.

Variable Label: N1 D03K Teaching is limited by shortage of support for using computers

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of support for using computers

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	807	3.45
1	Not at all	6,549	27.97
2	A little	2,979	12.72
3	Some	2,426	10.36
4	A lot	1,361	5.81
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,437	6.14
TOTALS		23,415	100.00

Variable Name: N1BOOKS

Record #1, Position: 8261 - 8262, Format: N2.

Variable Label: N1 D03L Teaching is limited by shortage of textbooks for student use

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of textbooks for student use

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	1,024	4.37
1	Not at all	8,872	37.89
2	A little	2,053	8.77
3	Some	1,359	5.80
4	A lot	802	3.43
-8	Unit non-response/component not applicable	7,856	33.55



-9	Missing	1,449	6.19
TOTALS		23,415	100.00

Variable Name: N1STUEQUIP

Record #1, Position: 8263 - 8264, Format: N2.

Variable Label: N1 D03M Teaching is limited by shortage of instructional equipment for students

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of other instructional equipment for students' use

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	626	2.67
1	Not at all	5,451	23.28
2	A little	4,375	18.68
3	Some	2,406	10.28
4	A lot	1,264	5.40
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,437	6.14
TOTALS		23,415	100.00

Variable Name: N1DEMONEQUIP

Record #1, Position: 8265 - 8266, Format: N2.

Variable Label: N1 D03N Teaching is limited by shortage of equipment for demonstrations

Variable Description:

- In your view, to what extent do the following limit how you teach?

Shortage of equipment for your use in demonstrations and other exercises

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	583	2.49
1	Not at all	4,791	20.46
2	A little	4,572	19.53
3	Some	2,722	11.63
4	A lot	1,486	6.35
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,405	6.00
TOTALS		23,415	100.00

Variable Name: N1FACILITIES

Record #1, Position: 8267 - 8268, Format: N2.

Variable Label: N1 D03O Teaching is limited by inadequate physical facilities

Variable Description:

- In your view, to what extent do the following limit how you teach?

Inadequate physical facilities

Not applicable

Not at all

A little

Some  
A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	806	3.44
1	Not at all	6,665	28.46
2	A little	3,086	13.18
3	Some	2,038	8.70
4	A lot	1,535	6.56
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,429	6.10
TOTALS		23,415	100.00

Variable Name: N1RATIO

Record #1, Position: 8269 - 8270, Format: N2.

Variable Label: N1 D03P Teaching is limited by high student to teacher ratio

Variable Description:

- In your view, to what extent do the following limit how you teach?

High student to teacher ratio

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	483	2.06
1	Not at all	3,776	16.13
2	A little	4,480	19.13
3	Some	2,943	12.57
4	A lot	2,445	10.44
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,432	6.12
TOTALS		23,415	100.00

Variable Name: N1PLANNING

Record #1, Position: 8271 - 8272, Format: N2.

Variable Label: N1 D03Q Teaching is limited by lack of planning time

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of planning time

Not applicable

Not at all

A little

Some

A lot

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not applicable	597	2.55
1	Not at all	5,276	22.53
2	A little	4,066	17.36
3	Some	2,620	11.19
4	A lot	1,585	6.77
-8	Unit non-response/component not applicable	7,856	33.55

-9	Missing	1,415	6.04
TOTALS		23,415	100.00

Variable Name: N1AUTONOMY

Record #1, Position: 8273 - 8274, Format: N2.

Variable Label: N1 D03R Teaching is limited by lack of autonomy in instructional decisions

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of autonomy in instructional decisions

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	854	3.65
1	Not at all	8,040	34.34
2	A little	3,224	13.77
3	Some	1,423	6.08
4	A lot	554	2.37
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,464	6.25
TOTALS		23,415	100.00

Variable Name: N1FAMSUPPORT

Record #1, Position: 8275 - 8276, Format: N2.

Variable Label: N1 D03S Teaching is limited by lack of parent/family support

Variable Description:

- In your view, to what extent do the following limit how you teach?

Lack of parent or family support

Not applicable

Not at all

A little

Some

A lot

Code	Value Label	Frequency	Percentage
0	Not applicable	360	1.54
1	Not at all	3,881	16.57
2	A little	4,935	21.08
3	Some	2,952	12.61
4	A lot	2,034	8.69
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,397	5.97
TOTALS		23,415	100.00

Variable Name: N1FAMILY

Record #1, Position: 8277 - 8278, Format: N2.

Variable Label: N1 D04A Amount a student can learn is primarily related to family background

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

The amount a student can learn is primarily related to family background

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	574	2.45
2	Agree	3,679	15.71
3	Disagree	7,690	32.84
4	Strongly disagree	2,211	9.44
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,405	6.00
TOTALS		23,415	100.00

Variable Name: N1DISCIPLINE

Record #1, Position: 8279 - 8280, Format: N2.

Variable Label: N1 D04B Students not disciplined at home not likely to accept school discipline

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If students are not disciplined at home, they are not likely to accept any discipline at school

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,659	11.36
2	Agree	7,460	31.86
3	Disagree	3,609	15.41
4	Strongly disagree	429	1.83
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,402	5.99
TOTALS		23,415	100.00

Variable Name: N1STUACHIEVE

Record #1, Position: 8281 - 8282, Format: N2.

Variable Label: N1 D04C Teachers are limited b/c home environment influences student achievement

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,070	4.57
2	Agree	5,432	23.20
3	Disagree	6,783	28.97
4	Strongly disagree	833	3.56
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,441	6.15
TOTALS		23,415	100.00

Variable Name: N1PARENT

Record #1, Position: 8283 - 8284, Format: N2.

Variable Label: N1 D04D If parents would do more for children teacher could do more for students

## Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If parents would do more for their children, you could do more for your students

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,101	8.97
2	Agree	7,653	32.68
3	Disagree	3,768	16.09
4	Strongly disagree	495	2.11
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,542	6.59
TOTALS		23,415	100.00

Variable Name: N1RETAIN

Record #1, Position: 8285 - 8286, Format: N2.

Variable Label: N1 D04E Knows how to increase student retention of info from lesson to lesson

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

## Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student did not remember information you gave in a previous lesson, you would know how to increase their retention in the next lesson

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	1,634	6.98
2	Agree	10,225	43.67
3	Disagree or strongly disagree	2,234	9.54
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,466	6.26
TOTALS		23,415	100.00

Variable Name: N1REDIRECT

Record #1, Position: 8287 - 8288, Format: N2.

Variable Label: N1 D04F Knows techniques to redirect disruptive students quickly

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

## Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If a student in your class becomes disruptive and noisy, you feel assured that you know some techniques to redirect them quickly

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,081	21.70
2	Agree	8,528	36.42
3	Disagree or strongly disagree	558	2.38
-8	Unit non-response/component not applicable	7,856	33.55

-9	Missing	1,392	5.94
TOTALS		23,415	100.00

Variable Name: N1GETTHRU

Record #1, Position: 8289 - 8290, Format: N2.

Variable Label: N1 D04G Can get through to even the most difficult or unmotivated students

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

If you really try hard, you can get through to even the most difficult or unmotivated students

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	2,663	11.37
2	Agree	8,139	34.76
3	Disagree	3,016	12.88
4	Strongly disagree	243	1.04
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,498	6.40
TOTALS		23,415	100.00

Variable Name: N1HOMEFX

Record #1, Position: 8291 - 8292, Format: N2.

Variable Label: N1 D04H Cannot do much b/c student motivation/performance depends on home

Variable Description:

- To what extent do you agree or disagree with each of the following statements as it applies to your instruction?

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	282	1.20
2	Agree	2,091	8.93
3	Disagree	9,101	38.87
4	Strongly disagree	2,578	11.01
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,507	6.44
TOTALS		23,415	100.00

Variable Name: N1PRESSURES

Record #1, Position: 8293 - 8294, Format: N2.

Variable Label: N1 D05A School's principal deals w/ outside pressures interfering with teaching

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... deals effectively with pressures from outside the school that might interfere with my teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,458	14.77
2	Agree	7,968	34.03
3	Disagree	2,036	8.70
4	Strongly disagree	540	2.31
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,557	6.65
TOTALS		23,415	100.00

Variable Name: N1POORJOBRES

Record #1, Position: 8295 - 8296, Format: N2.

Variable Label: N1 D05B School's principal does poor job of getting resources for this school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... does a poor job of getting resources for this school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	189	0.81
2	Agree	1,463	6.25
3	Disagree	8,180	34.93
4	Strongly disagree	4,172	17.82
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,555	6.64
TOTALS		23,415	100.00

Variable Name: N1PSETSPRIO

Record #1, Position: 8297 - 8298, Format: N2.

Variable Label: N1 D05C School's principal sets priorities and sees that they are carried out

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... sets priorities, makes plans, and sees that they are carried out.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,842	16.41
2	Agree	7,903	33.75
3	Disagree	1,939	8.28
4	Strongly disagree	424	1.81
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,451	6.20
TOTALS		23,415	100.00

Variable Name: N1PSCHVISION

Record #1, Position: 8299 - 8300, Format: N2.

Variable Label: N1 D05D School's principal communicates kind of school that is wanted to staff

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... knows what kind of school he or she wants and has communicated it to the staff.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	5,127	21.90
2	Agree	6,972	29.78
3	Disagree	1,530	6.53
4	Strongly disagree	462	1.97
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,468	6.27
TOTALS		23,415	100.00

Variable Name: N1PCOMEXP

Record #1, Position: 8301 - 8302, Format: N2.

Variable Label: N1 D05E School's principal lets staff members know what is expected of them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... lets staff members know what is expected of them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,305	18.39
2	Agree	8,031	34.30
3	Disagree	1,497	6.39
4	Strongly disagree	317	1.35
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,409	6.02
TOTALS		23,415	100.00

Variable Name: N1PINNOVATE

Record #1, Position: 8303 - 8304, Format: N2.

Variable Label: N1 D05F School's principal is interested in innovation and new ideas

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... is interested in innovation and new ideas.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	5,281	22.55
2	Agree	7,343	31.36
3	Disagree	1,194	5.10
4	Strongly disagree	320	1.37
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,421	6.07
TOTALS		23,415	100.00

Variable Name: N1PCONSULTS

Record #1, Position: 8305 - 8306, Format: N2.

Variable Label: N1 D05G School's principal consults staff before making decisions affecting them

Variable Description:

- To what extent do you agree or disagree with each of the following statements about [your school]'s principal? The principal... usually consults with staff members before he or she makes decisions that affect them.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,392	10.22
2	Agree	7,121	30.41
3	Disagree	3,265	13.94
4	Strongly disagree	1,268	5.42
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,513	6.46
TOTALS		23,415	100.00

Variable Name: N1TSCHDISC

Record #1, Position: 8307 - 8308, Format: N2.

Variable Label: N1 D06A Teachers at this school help maintain discipline in the entire school

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

help maintain discipline in the entire school, not just in their classroom.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,559	10.93
2	Agree	8,712	37.21
3	Disagree	2,396	10.23
4	Strongly disagree	304	1.30
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,588	6.78
TOTALS		23,415	100.00

Variable Name: N1TIMPROVE

Record #1, Position: 8309 - 8310, Format: N2.

Variable Label: N1 D06B Teachers at this school take responsibility for improving the school

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

take responsibility for improving the school.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	3,497	14.93
2	Agree	8,935	38.16
3	Disagree or strongly disagree	1,569	6.70
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,558	6.65
TOTALS		23,415	100.00

Variable Name: N1TSETSTDS

Record #1, Position: 8311 - 8312, Format: N2.

Variable Label: N1 D06C Teachers at this school set high standards for themselves

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

set high standards for themselves.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,083	17.44
2	Agree	8,807	37.61
3	Disagree or strongly disagree	1,132	4.83
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,537	6.56
TOTALS		23,415	100.00

Variable Name: N1TSELFDEV

Record #1, Position: 8313 - 8314, Format: N2.

Variable Label: N1 D06D Teachers at school feel responsible for developing student self-control

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping students develop self-control.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	2,560	10.93
2	Agree	9,881	42.20
3	Disagree or strongly disagree	1,560	6.66
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,558	6.65
TOTALS		23,415	100.00

Variable Name: N1THELPBEST

Record #1, Position: 8315 - 8316, Format: N2.

Variable Label: N1 D06E Teachers at school feel responsible for helping each other do their best

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible for helping each other do their best.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,030	12.94
2	Agree	8,842	37.76
3	Disagree or strongly disagree	2,157	9.21
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,530	6.53
TOTALS		23,415	100.00

Variable Name: N1TALLLEARN

Record #1, Position: 8317 - 8318, Format: N2.

Variable Label: N1 D06F Teachers at this school feel responsible that all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible that all students learn.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	3,540	15.12
2	Agree	9,361	39.98
3	Disagree or strongly disagree	1,113	4.75
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,545	6.60
TOTALS		23,415	100.00

Variable Name: N1TFAIL

Record #1, Position: 8319 - 8320, Format: N2.

Variable Label: N1 D06G Teachers at school feel responsible when students in this school fail

Variable Description:

- To what extent do you agree or disagree with each of the following statements about teachers at [your school]? Teachers at this school...

feel responsible when students in this school fail.

Strongly agree

Agree

Disagree

Strongly disagree

Note: Question wording was customized in the survey instrument such that the name of the school at which the respondent was teaching was used in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Strongly agree	1,698	7.25
2	Agree	8,090	34.55
3	Disagree	3,988	17.03
4	Strongly disagree	225	0.96
-8	Unit non-response/component not applicable	7,856	33.55
-9	Missing	1,558	6.65
TOTALS		23,415	100.00

Variable Name: A1GRADEPREK

Record #1, Position: 8321 - 8322, Format: N2.

Variable Label: A1 A01A School includes pre-kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADEK

Record #1, Position: 8323 - 8324, Format: N2.

Variable Label: A1 A01B School includes kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE1

Record #1, Position: 8325 - 8326, Format: N2.

Variable Label: A1 A01C School includes 1st grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE2

Record #1, Position: 8327 - 8328, Format: N2.

Variable Label: A1 A01D School includes 2nd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE3

Record #1, Position: 8329 - 8330, Format: N2.

Variable Label: A1 A01E School includes 3rd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE4

Record #1, Position: 8331 - 8332, Format: N2.

Variable Label: A1 A01F School includes 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
 Kindergarten  
 1st grade  
 2nd grade  
 3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE5

Record #1, Position: 8333 - 8334, Format: N2.

Variable Label: A1 A01G School includes 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE6

Record #1, Position: 8335 - 8336, Format: N2.

Variable Label: A1 A01H School includes 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten  
 1st grade  
 2nd grade  
 3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE7

Record #1, Position: 8337 - 8338, Format: N2.

Variable Label: A1 A01I School includes 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
 Kindergarten  
 1st grade  
 2nd grade  
 3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE8

Record #1, Position: 8339 - 8340, Format: N2.

Variable Label: A1 A01J School includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
 Kindergarten



1st grade  
 2nd grade  
 3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE9

Record #1, Position: 8341 - 8342, Format: N2.

Variable Label: A1 A01K School includes 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE10

Record #1, Position: 8343 - 8344, Format: N2.

Variable Label: A1 A01L School includes 10th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade  
 3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE11

Record #1, Position: 8345 - 8346, Format: N2.

Variable Label: A1 A01M School includes 11th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE12

Record #1, Position: 8347 - 8348, Format: N2.

Variable Label: A1 A01N School includes 12th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade  
 4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GRADE13

Record #1, Position: 8349 - 8350, Format: N2.

Variable Label: A1 A01O School includes grades above 12th

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1UNGRADED

Record #1, Position: 8351 - 8352, Format: N2.

Variable Label: A1 A01P School includes ungraded level(s)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade  
 5th grade  
 6th grade  
 7th grade  
 8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCHCONTROL

Record #1, Position: 8353 - 8354, Format: N2.

Variable Label: A1 A02 School control

Variable Description:

- Our records indicate that [your school] is a [public/private] school. Is this correct?

Yes  
 No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and such that 'public' or 'private' was conditionally displayed based on sampling information. Although the actual survey instrument included this question with yes/no response options, pre-loaded school control information was combined with the administrator's yes/no response to produce A1SCHCONTROL values of 1=Public and 2=Private. Please note the composite variable X1CONTROL (which, unlike A1SCHCONTROL, is based on CCD and PSS data) contains more specific school control information than A1SCHCONTROL, i.e. it has values of Public, Catholic, and Other private; in addition, X1CONTROL contains non-missing values even where A1SCHCONTROL is missing.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	18,020	76.96
2	Private	4,116	17.58
-8	Unit non-response/component not applicable	1,279	5.46
TOTALS		23,415	100.00

Variable Name: A1RELIGIOUS

Record #1, Position: 8355 - 8356, Format: N2.

Variable Label: A1 A03 Whether school has a religious orientation or purpose

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does this school have a religious orientation or purpose?

Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1RELIGTYPE

Record #1, Position: 8357 - 8358, Format: N2.

Variable Label: A1 A04 School's religious orientation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is this school's religious orientation or affiliation?

Catholic  
 Christian

Jewish  
Muslim or Islamic  
Other religious affiliation

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SINGLESEX

Record #1, Position: 8359 - 8360, Format: N2.

Variable Label: A1 A05 Whether school is a single-sex school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a single sex school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCHTYPE

Record #1, Position: 8361 - 8362, Format: N2.

Variable Label: A1 A06 School type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your high school? Would you say...

a regular school [-- not including magnet or charter schools]

a charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)

a special program school [or magnet school] --such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

a vocational or technical school or

an alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)?

Note: Response options were customized in the survey instrument such that [bracketed text] was displayed if the respondent indicated their school was a public school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCHSPFOCUS

Record #1, Position: 8363 - 8364, Format: N2.

Variable Label: A1 A07 Whether school's special focus is math or science

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school]'s special focus on...

math or science or

something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICEPROG

Record #1, Position: 8365 - 8366, Format: N2.

Variable Label: A1 A08 School participates in public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] participate in a public school choice program? Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICEIN

Record #1, Position: 8367 - 8368, Format: N2.

Variable Label: A1 A09A School's students can enroll in another school within district

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICEOUT

Record #1, Position: 8369 - 8370, Format: N2.

Variable Label: A1 A09B School's students can enroll in a school in another district at no cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICESCH

Record #1, Position: 8371 - 8372, Format: N2.

Variable Label: A1 A09C Students from other districts can enroll in school at no tuition cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICEPRIV

Record #1, Position: 8373 - 8374, Format: N2.

Variable Label: A1 A09D School's students can enroll in private school using state/district fund

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CHOICEOTHR

Record #1, Position: 8375 - 8376, Format: N2.

Variable Label: A1 A09E School participates in another public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1YRROUND

Record #1, Position: 8377 - 8378, Format: N2.

Variable Label: A1 A10 Whether school is a year round school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a year round school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CALENDAR

Record #1, Position: 8379 - 8380, Format: N2.

Variable Label: A1 A11 Academic calendar type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What kind of academic calendar does [your school] have for grades 9 through 12?

Semester calendar

Trimester calendar

Quarter calendar

Other calendar

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCHEDULE

Record #1, Position: 8381 - 8382, Format: N2.

Variable Label: A1 A12 Course schedule type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How are courses scheduled in [your school] for grades 9 through 12? Would you say...

traditional scheduling only (no block scheduling)

block scheduling only such as 4x4 or A/B, or

both traditional and block scheduling?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1TRADMINS

Record #1, Position: 8383 - 8384, Format: N2.

Variable Label: A1 A13 Length of traditional schedule courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes long are courses on the traditional schedule at [your school] for grades 9 through 12?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ACADBLOCK

Record #1, Position: 8385 - 8386, Format: N2.

Variable Label: A1 A14A Whether academic courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?



(check all that apply)

Academic courses

Vocational or technical courses

Other courses

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1VOCBLOCK

Record #1, Position: 8387 - 8388, Format: N2.

Variable Label: A1 A14B Whether vocational/technical courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OTHRBLOCK

Record #1, Position: 8389 - 8390, Format: N2.

Variable Label: A1 A14C Whether other courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ABLOCKMINS

Record #1, Position: 8391 - 8393, Format: N3.

Variable Label: A1 A15 Length of block-scheduled academic courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for academic courses for grades 9 through 12?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1VBLOCKMINS

Record #1, Position: 8394 - 8396, Format: N3.

Variable Label: A1 A16 Length of block-scheduled vocational/technical courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for vocational or technical courses?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OBLOCKMINS

Record #1, Position: 8397 - 8399, Format: N3.

Variable Label: A1 A17 Length of other block-scheduled courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block [for all other courses]?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that 'for all other courses' was displayed in cases where the respondent indicated block and/or vocational course were also block scheduled.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CLASSHRS

Record #1, Position: 8400 - 8404, Format: N5.2

Variable Label: A1 A18 Average instruction hours per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day, excluding study hall and lunch, do high school students receive at [your school]?

(Please use decimals for partial hours.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ADA

Record #1, Position: 8405 - 8407, Format: N3.

Variable Label: A1 A19 Average daily attendance percentage for high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the average daily attendance (ADA) for high school students in your school last year?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1NOTIFY

Record #1, Position: 8408 - 8409, Format: N2.

Variable Label: A1 A20 Whether parents are notified when students are absent without an excuse

Variable Description:

- When high school students are absent without an excuse, are parents notified?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	754	3.22
1	Yes	19,672	84.01

-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,710	7.30
TOTALS		23,415	100.00

Variable Name: A1TRANSFRALT

Record #1, Position: 8410 - 8411, Format: N2.

Variable Label: A1 A21 % of 08-09 students transferred out to an alternative program/school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students attending [your school] in the 2008-2009 school year were transferred out to an alternative program or school?

(Please round to the nearest whole number. Enter '0' if none.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1AYP

Record #1, Position: 8412 - 8413, Format: N2.

Variable Label: A1 A22 School is currently in need of improvement due to AYP requirements

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] currently identified as in need of improvement due to Adequate Yearly Progress (AYP) requirements?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1AYPYR

Record #1, Position: 8414 - 8415, Format: N2.

Variable Label: A1 A23 Year of AYP improvement as of 09-10 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the beginning of the 2009-2010 school year, in what year of AYP improvement is [your school]?

Year 1 School Improvement

Year 2 School Improvement

Year 3 Corrective Action

Year 4 Restructuring

Year 5 Implementation of Restructuring

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MADEAYP

Record #1, Position: 8416 - 8417, Format: N2.

Variable Label: A1 A24 Whether school made AYP at the end of the 2008-2009 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- At the end of the 2008-2009 school year, did [your school] make AYP?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MTHSCIFAIR

Record #1, Position: 8418 - 8419, Format: N2.

Variable Label: A1 A25A Holds math or science fairs/workshops/competitions

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,293	52.50
1	Yes	7,904	33.76
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSSUMMER

Record #1, Position: 8420 - 8421, Format: N2.

Variable Label: A1 A25B Partners w/ college/university that offers math/science summer program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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0	No	10,799	46.12
1	Yes	9,398	40.14
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSAFTERSCH

Record #1, Position: 8422 - 8423, Format: N2.

Variable Label: A1 A25C Sponsors a math or science after-school program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	9,610	41.04
1	Yes	10,587	45.21
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSMENTOR

Record #1, Position: 8424 - 8425, Format: N2.

Variable Label: A1 A25D Pairs students with mentors in math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	12,968	55.38

1	Yes	7,229	30.87
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSSPEAKER

Record #1, Position: 8426 - 8427, Format: N2.

Variable Label: A1 A25E Brings in guest speakers to talk about math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	8,183	34.95
1	Yes	12,014	51.31
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSFLDTRIP

Record #1, Position: 8428 - 8429, Format: N2.

Variable Label: A1 A25F Takes students on math- or science-relevant field trips

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	7,173	30.63
1	Yes	13,024	55.62

-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSPRGMS

Record #1, Position: 8430 - 8431, Format: N2.

Variable Label: A1 A25G Tells students about math/science contests/websites/blogs/other programs

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science

programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	5,717	24.42
1	Yes	14,480	61.84
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MESA

Record #1, Position: 8432 - 8433, Format: N2.

Variable Label: A1 A25H Partners with MESA or a similar enrichment-model program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science

programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MSPDLEARN

Record #1, Position: 8434 - 8435, Format: N2.

Variable Label: A1 A25I Requires teacher prof development in how students learn math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	8,344	35.64
1	Yes	11,853	50.62
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSPDINTRST

Record #1, Position: 8436 - 8437, Format: N2.

Variable Label: A1 A25J Requires teacher prof development in increasing interest in math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	11,820	50.48
1	Yes	8,377	35.78
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00



Variable Name: A1MSOTHER

Record #1, Position: 8438 - 8439, Format: N2.

Variable Label: A1 A25K Raises students math/science interest/achievement in another way

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	15,089	64.44
1	Yes	5,108	21.82
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1MSNONE

Record #1, Position: 8440 - 8441, Format: N2.

Variable Label: A1 A25L Doesn't do any of these to raise math/science interest/achievement

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	19,753	84.36
1	Yes	444	1.90
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,939	8.28
TOTALS		23,415	100.00

Variable Name: A1G9SUMMER

Record #1, Position: 8442 - 8443, Format: N2.

Variable Label: A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
Small 9th grade learning communities or academies separate from the rest of the school  
Block scheduling, also called double-block or extended-block scheduling  
Catch-up courses or 'double-dosing' of classes  
9th grade seminar or class(es) in study skills  
Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
Tutoring  
Another program  
There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	12,041	51.42
1	Yes	8,300	35.45
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9OVERAGE

Record #1, Position: 8444 - 8445, Format: N2.

Variable Label: A1 A26B Offers learning communities for over-age student lacking HS prerequisite

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
Small 9th grade learning communities or academies separate from the rest of the school  
Block scheduling, also called double-block or extended-block scheduling  
Catch-up courses or 'double-dosing' of classes  
9th grade seminar or class(es) in study skills  
Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
Tutoring  
Another program  
There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	16,805	71.77
1	Yes	3,536	15.10
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9COMMUNITY

Record #1, Position: 8446 - 8447, Format: N2.

Variable Label: A1 A26C Offers 9th grade learning communities separate from rest of school

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
Small 9th grade learning communities or academies separate from the rest of the school  
Block scheduling, also called double-block or extended-block scheduling  
Catch-up courses or 'double-dosing' of classes  
9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	14,526	62.04
1	Yes	5,815	24.83
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9BLOCKSCH

Record #1, Position: 8448 - 8449, Format: N2.

Variable Label: A1 A26D Offers block scheduling to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
 (check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
 Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
 Small 9th grade learning communities or academies separate from the rest of the school  
 Block scheduling, also called double-block or extended-block scheduling  
 Catch-up courses or 'double-dosing' of classes  
 9th grade seminar or class(es) in study skills  
 Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	2,873	12.27
1	Yes	5,416	23.13
-7	Item legitimate skip/NA	12,920	55.18
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	927	3.96
TOTALS		23,415	100.00

Variable Name: A1G9DOUBLE

Record #1, Position: 8450 - 8451, Format: N2.

Variable Label: A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
 (check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
 Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
 Small 9th grade learning communities or academies separate from the rest of the school  
 Block scheduling, also called double-block or extended-block scheduling  
 Catch-up courses or 'double-dosing' of classes  
 9th grade seminar or class(es) in study skills  
 Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	9,490	40.53
1	Yes	10,851	46.34

-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9STUDY

Record #1, Position: 8452 - 8453, Format: N2.

Variable Label: A1 A26F Offers study skill seminar/class for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	11,860	50.65
1	Yes	8,481	36.22
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9TEACHER

Record #1, Position: 8454 - 8455, Format: N2.

Variable Label: A1 A26G Offers assistance for teachers working with struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	11,473	49.00
1	Yes	8,868	37.87
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9TUTOR

Record #1, Position: 8456 - 8457, Format: N2.

Variable Label: A1 A26H Offers tutoring to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

- Summer program prior to entry into high school that provides supplemental instruction in reading and math
- Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria
- Small 9th grade learning communities or academies separate from the rest of the school
- Block scheduling, also called double-block or extended-block scheduling
- Catch-up courses or 'double-dosing' of classes
- 9th grade seminar or class(es) in study skills
- Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders
- Tutoring
- Another program
- There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1G9OTHRPROG

Record #1, Position: 8458 - 8459, Format: N2.

Variable Label: A1 A26I Offers another program to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

- Summer program prior to entry into high school that provides supplemental instruction in reading and math
- Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria
- Small 9th grade learning communities or academies separate from the rest of the school
- Block scheduling, also called double-block or extended-block scheduling
- Catch-up courses or 'double-dosing' of classes
- 9th grade seminar or class(es) in study skills
- Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders
- Tutoring
- Another program
- There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,999	59.79
1	Yes	6,342	27.09
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,795	7.67
TOTALS		23,415	100.00

Variable Name: A1G9NOPROG

Record #1, Position: 8460 - 8461, Format: N2.

Variable Label: A1 A26J School has no programs to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

- Summer program prior to entry into high school that provides supplemental instruction in reading and math
- Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria
- Small 9th grade learning communities or academies separate from the rest of the school
- Block scheduling, also called double-block or extended-block scheduling
- Catch-up courses or 'double-dosing' of classes
- 9th grade seminar or class(es) in study skills
- Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders
- Tutoring
- Another program
- There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1G9ABSENTEE

Record #1, Position: 8462 - 8463, Format: N2.

Variable Label: A1 A27A Grade 9 academic assistance recommended based on absentee record

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

- Absentee record
- Having poor or failing grades
- Being behind on credits
- Having disciplinary problems
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,849	33.52
1	Yes	12,307	52.56
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9GRADES

Record #1, Position: 8464 - 8465, Format: N2.

Variable Label: A1 A27B Grade 9 academic assistance recommended based on poor/failing grades

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

- Absentee record
- Having poor or failing grades
- Being behind on credits
- Having disciplinary problems
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	702	3.00
1	Yes	19,454	83.08
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9BEHIND

Record #1, Position: 8466 - 8467, Format: N2.

Variable Label: A1 A27C Grade 9 acad assistance recommended based on being behind on credits

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,391	27.29
1	Yes	13,765	58.79
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9BEHAVE

Record #1, Position: 8468 - 8469, Format: N2.

Variable Label: A1 A27D Grade 9 academic assistance recommended based on disciplinary problems

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,910	33.78
1	Yes	12,246	52.30
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9TCHREF

Record #1, Position: 8470 - 8471, Format: N2.

Variable Label: A1 A27E Grade 9 academic assistance recommended based on teacher referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	900	3.84
1	Yes	19,256	82.24
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9CNSLREF

Record #1, Position: 8472 - 8473, Format: N2.

Variable Label: A1 A27F Grade 9 academic assistance recommended based on counselor referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,706	11.56
1	Yes	17,450	74.52
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9PRNTREF

Record #1, Position: 8474 - 8475, Format: N2.

Variable Label: A1 A27G Grade 9 academic assistance recommended based on parental request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,712	11.58
1	Yes	17,444	74.50
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71



TOTALS		23,415	100.00
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Variable Name: A1G9REQUEST

Record #1, Position: 8476 - 8477, Format: N2.

Variable Label: A1 A27H Grade 9 academic assistance recommended based on student request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	5,320	22.72
1	Yes	14,836	63.36
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1G9OTHER

Record #1, Position: 8478 - 8479, Format: N2.

Variable Label: A1 A27I Grade 9 academic assistance recommendations based on something else

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	17,772	75.90
1	Yes	2,384	10.18
-7	Item legitimate skip/NA	175	0.75
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	1,805	7.71
TOTALS		23,415	100.00

Variable Name: A1CAPACITY

Record #1, Position: 8480 - 8482, Format: N3.

Variable Label: A1 B01 Percent capacity to which school is filled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your high school's current enrollment expressed as a percentage of capacity such as 90 percent filled or 105 percent filled?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFERALT

Record #1, Position: 8483 - 8484, Format: N2.

Variable Label: A1 B02A Alternative program offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?  
(check all that apply)

- Alternative program
- Dropout prevention program
- College Board Advanced Placement (AP) courses
- None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFERDOPRV

Record #1, Position: 8485 - 8486, Format: N2.

Variable Label: A1 B02B Dropout prevention program offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?  
(check all that apply)

- Alternative program
- Dropout prevention program
- College Board Advanced Placement (AP) courses
- None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,309	65.38
1	Yes	6,735	28.76
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: A1OFFERAP

Record #1, Position: 8487 - 8488, Format: N2.

Variable Label: A1 B02C College Board Advanced Placement (AP) courses offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?  
(check all that apply)

- Alternative program
- Dropout prevention program
- College Board Advanced Placement (AP) courses
- None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFERNONE

Record #1, Position: 8489 - 8490, Format: N2.

Variable Label: A1 B02D None of these programs or courses are offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	20,491	87.51
1	Yes	1,553	6.63
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: A1FREELUNCH

Record #1, Position: 8491 - 8493, Format: N3.

Variable Label: A1 B03A % of student body receiving free or reduced-price lunch

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ELL

Record #1, Position: 8494 - 8496, Format: N3.

Variable Label: A1 B03B % of student body who are English language learners

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SPECIALLED

Record #1, Position: 8497 - 8499, Format: N3.

Variable Label: A1 B03C % of student body receiving Special Education services for disabilities

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ALTPROG

Record #1, Position: 8500 - 8502, Format: N3.

Variable Label: A1 B03D % of student body enrolled in an alternative program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had an alternative education program on-site.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1DROPOUTPRV

Record #1, Position: 8503 - 8505, Format: N3.

Variable Label: A1 B03E % of student body enrolled in a dropout prevention program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had a dropout prevention program on-site.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1AP

Record #1, Position: 8506 - 8508, Format: N3.

Variable Label: A1 B03F % of student body enrolled in Advanced Placement courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school offered AP courses on-site.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HISPSTU

Record #1, Position: 8509 - 8511, Format: N3.

Variable Label: A1 B04A % of student body of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1WHITESTU

Record #1, Position: 8512 - 8514, Format: N3.

Variable Label: A1 B04B % of student body that is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BLACKSTU

Record #1, Position: 8515 - 8517, Format: N3.

Variable Label: A1 B04C % of student body that is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ASIANPISTU

Record #1, Position: 8518 - 8520, Format: N3.

Variable Label: A1 B04D % of student body that is Asian or Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1AMINDIANST

Record #1, Position: 8521 - 8523, Format: N3.

Variable Label: A1 B04E % of student body that is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1REPEATG9

Record #1, Position: 8524 - 8525, Format: N2.

Variable Label: A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of [your school]'s 2009-2010 9th-grade class is repeating 9th grade?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1RETURN09

Record #1, Position: 8526 - 8528, Format: N3.

Variable Label: A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of 9th-grade students who were enrolled in your school in September of 2008 returned to your school in September of 2009?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A14YRDEGREE

Record #1, Position: 8529 - 8531, Format: N3.

Variable Label: A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A12YRDEGREE

Record #1, Position: 8532 - 8534, Format: N3.

Variable Label: A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1WORK

Record #1, Position: 8535 - 8537, Format: N3.

Variable Label: A1 B07C % of 08-09 seniors who entered the workforce

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MILITARY

Record #1, Position: 8538 - 8540, Format: N3.

Variable Label: A1 B07D % of 08-09 seniors who joined military

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1DIDOTHER

Record #1, Position: 8541 - 8543, Format: N3.

Variable Label: A1 B07E % of 08-09 seniors who did something else

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?



joined the military?  
did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1FTTCHRS

Record #1, Position: 8544 - 8546, Format: N3.

Variable Label: A1 C01A Total number of full-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?
- full-time teachers
- part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PTTCHRS

Record #1, Position: 8547 - 8549, Format: N3.

Variable Label: A1 C01B Total number of part-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?
- full-time teachers
- part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1FTMTCHRS

Record #1, Position: 8550 - 8552, Format: N3.

Variable Label: A1 C02A Number of full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

- Math
- Science
- All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PTMTCHRS

Record #1, Position: 8553 - 8555, Format: N3.

Variable Label: A1 C02B Number of part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1FTSTCHRS

Record #1, Position: 8556 - 8558, Format: N3.

Variable Label: A1 C02C Number of full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PSCTCHRS

Record #1, Position: 8559 - 8561, Format: N3.

Variable Label: A1 C02D Number of part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1FTOTHTCHRS

Record #1, Position: 8562 - 8564, Format: N3.

Variable Label: A1 C02E Number of full-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math  
Science  
All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PTOTHTCHRS

Record #1, Position: 8565 - 8567, Format: N3.

Variable Label: A1 C02F Number of part-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math  
Science  
All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CERTFTMTCH

Record #1, Position: 8568 - 8569, Format: N2.

Variable Label: A1 C03A Number of certified full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)  
certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CERTPTMTCH

Record #1, Position: 8570 - 8571, Format: N2.

Variable Label: A1 C03B Number of certified part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)  
certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CERTFTSTCH

Record #1, Position: 8572 - 8573, Format: N2.

Variable Label: A1 C03C Number of certified full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CERTPTSTCH

Record #1, Position: 8574 - 8575, Format: N2.

Variable Label: A1 C03D Number of certified part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MSRECRUIT

Record #1, Position: 8576 - 8577, Format: N2.

Variable Label: A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the school year 200802009, were there high school teaching vacancies in either your math or science departments for which teachers were recruited and interviewed?

Math vacancies only

Science vacancies only

Both math and science vacancies

No math or science vacancies

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1FILLMTH

Record #1, Position: 8578 - 8579, Format: N2.

Variable Label: A1 C05 Ease of filling high school mathematics teaching vacancies

Comment: "Could not fill math department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the mathematics department in your school? Would you say...

easy

somewhat difficult

very difficult or

you could not fill the vacancies in the math department?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Easy	3,207	13.70
2	Somewhat difficult	4,987	21.30
3	Very difficult or could not fill math dept. vacancies	2,483	10.60
-7	Item legitimate skip/NA	9,346	39.91
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,113	9.02
TOTALS		23,415	100.00

Variable Name: A1FILLSCI

Record #1, Position: 8580 - 8581, Format: N2.

Variable Label: A1 C06 Ease of filling high school science teaching vacancies

Comment: "Could not fill science department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the science department in your school? Would you say...

easy

somewhat difficult

very difficult or

you could not fill the vacancies in the science department?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Easy	2,820	12.04
2	Somewhat difficult	4,765	20.35
3	Very difficult or could not fill science dept. vacancies	2,722	11.63
-7	Item legitimate skip/NA	9,641	41.17
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,188	9.34
TOTALS		23,415	100.00

Variable Name: A1MINCENTIVE

Record #1, Position: 8582 - 8583, Format: N2.

Variable Label: A1 C07 School/district offers incentives to attract FT HS math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example, monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math teachers?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SINCENTIVE

Record #1, Position: 8584 - 8585, Format: N2.

Variable Label: A1 C08 School/district offers incentives to attract FT HS science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school science teachers?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MTNORETURN

Record #1, Position: 8586 - 8587, Format: N2.

Variable Label: A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school math teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school math teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1STNORETURN

Record #1, Position: 8588 - 8589, Format: N2.

Variable Label: A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school science teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school science teachers returned this school year.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ABSENTTCHR

Record #1, Position: 8590 - 8591, Format: N2.

Variable Label: A1 C11 % of high school's teachers absent on an average day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of your school's high school teachers are absent on an average day?

(Please enter 0 if none.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONPREALG

Record #1, Position: 8592 - 8593, Format: N2.

Variable Label: A1 D01A School offers PreAlgebra on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra

Review or Remedial Math

Integrated Math I

Integrated Math II or above

Algebra I, part 1 and part 2

Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONRMTH

Record #1, Position: 8594 - 8595, Format: N2.

Variable Label: A1 D01B School offers Review or Remedial Math on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONINTMTH1

Record #1, Position: 8596 - 8597, Format: N2.

Variable Label: A1 D01C School offers Integrated Math I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math

Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONINTMTH2

Record #1, Position: 8598 - 8599, Format: N2.

Variable Label: A1 D01D School offers Integrated Math II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONALGP1P2

Record #1, Position: 8600 - 8601, Format: N2.

Variable Label: A1 D01E School offers Algebra I, part 1 and part 2 on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?



(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONALG1

Record #1, Position: 8602 - 8603, Format: N2.

Variable Label: A1 D01F School offers Algebra I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONALG2

Record #1, Position: 8604 - 8605, Format: N2.

Variable Label: A1 D01G School offers Algebra II on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONGEOM

Record #1, Position: 8606 - 8607, Format: N2.

Variable Label: A1 D01H School offers Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONTRIG

Record #1, Position: 8608 - 8609, Format: N2.

Variable Label: A1 D01I School offers Trigonometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONALG3

Record #1, Position: 8610 - 8611, Format: N2.

Variable Label: A1 D01J School offers Algebra III on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONANGEOM

Record #1, Position: 8612 - 8613, Format: N2.

Variable Label: A1 D01K School offers Analytic Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCLC

Record #1, Position: 8614 - 8615, Format: N2.

Variable Label: A1 D01L School offers Calculus on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability

## AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCLCAPAB

Record #1, Position: 8616 - 8617, Format: N2.

Variable Label: A1 D01M School offers Calculus AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCLCAPBC

Record #1, Position: 8618 - 8619, Format: N2.

Variable Label: A1 D01N School offers Calculus AP (BC) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science

AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCLCAPIB

Record #1, Position: 8620 - 8621, Format: N2.

Variable Label: A1 D01O School offers Calculus IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCMPSCI

Record #1, Position: 8622 - 8623, Format: N2.

Variable Label: A1 D01P School offers Computer Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB

AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCMPSCIA

Record #1, Position: 8624 - 8625, Format: N2.

Variable Label: A1 D01Q School offers Computer Science AP (A) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCMPSCIB

Record #1, Position: 8626 - 8627, Format: N2.

Variable Label: A1 D01R School offers Computer Science AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III

Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONSTATS

Record #1, Position: 8628 - 8629, Format: N2.

Variable Label: A1 D01S School offers Statistics or Probability on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONSTATSAP

Record #1, Position: 8630 - 8631, Format: N2.

Variable Label: A1 D01T School offers Statistics AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II



Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFPREALG

Record #1, Position: 8632 - 8633, Format: N2.

Variable Label: A1 D02A School offers PreAlgebra through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFRMTH

Record #1, Position: 8634 - 8635, Format: N2.

Variable Label: A1 D02B School offers Review or Remedial Math through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFINTMTH1

Record #1, Position: 8636 - 8637, Format: N2.

Variable Label: A1 D02C School offers Integrated Math I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFINTMTH2

Record #1, Position: 8638 - 8639, Format: N2.

Variable Label: A1 D02D School offers Integrated Math II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFALGP1P2

Record #1, Position: 8640 - 8641, Format: N2.

Variable Label: A1 D02E School offers Algebra I, part 1 and part 2 through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFALG1

Record #1, Position: 8642 - 8643, Format: N2.

Variable Label: A1 D02F School offers Algebra I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFALG2

Record #1, Position: 8644 - 8645, Format: N2.

Variable Label: A1 D02G School offers Algebra II through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science

Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFGEOM

Record #1, Position: 8646 - 8647, Format: N2.

Variable Label: A1 D02H School offers Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFTRIG

Record #1, Position: 8648 - 8649, Format: N2.

Variable Label: A1 D02J School offers Trigonometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry

Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFALG3

Record #1, Position: 8650 - 8651, Format: N2.

Variable Label: A1 D02K School offers Algebra III through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I

Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFANGEOM

Record #1, Position: 8652 - 8653, Format: N2.

Variable Label: A1 D02L School offers Analytic Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCLC

Record #1, Position: 8654 - 8655, Format: N2.

Variable Label: A1 D02M School offers Calculus through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCLCAPAB

Record #1, Position: 8656 - 8657, Format: N2.

Variable Label: A1 D02N School offers Calculus AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCLCAPBC

Record #1, Position: 8658 - 8659, Format: N2.

Variable Label: A1 D02O School offers Calculus AP (BC) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCMPSCI

Record #1, Position: 8660 - 8661, Format: N2.

Variable Label: A1 D02Q School offers Computer Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCLCAPIB

Record #1, Position: 8662 - 8663, Format: N2.

Variable Label: A1 D02P School offers Calculus IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC

Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFMPSCIA

Record #1, Position: 8664 - 8665, Format: N2.

Variable Label: A1 D02R School offers Computer Science AP (A) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCMPSCIB

Record #1, Position: 8666 - 8667, Format: N2.

Variable Label: A1 D02S School offers Computer Science AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II

Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFSTATS

Record #1, Position: 8668 - 8669, Format: N2.

Variable Label: A1 D02T School offers Statistics or Probability through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFSTATSAP

Record #1, Position: 8670 - 8671, Format: N2.

Variable Label: A1 D02U School offers Statistics AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1NOMTHO

Record #1, Position: 8672 - 8673, Format: N2.

Variable Label: A1 D02V School doesn't offer any of these math courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONGENSCI

Record #1, Position: 8674 - 8675, Format: N2.

Variable Label: A1 D03A School offers General Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Environmental Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONPHYSCI

Record #1, Position: 8676 - 8677, Format: N2.

Variable Label: A1 D03B School offers Physical Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Environmental Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other biological sciences such as botany, marine biology, or zoology  
Other physical sciences such as astronomy or electronics  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONERTHSCI

Record #1, Position: 8678 - 8679, Format: N2.

Variable Label: A1 D03C School offers Earth Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONENVSCI

Record #1, Position: 8680 - 8681, Format: N2.

Variable Label: A1 D03D School offers Environmental Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONTECH

Record #1, Position: 8682 - 8683, Format: N2.

Variable Label: A1 D03E School offers Principles of Technology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONBIO1

Record #1, Position: 8684 - 8685, Format: N2.

Variable Label: A1 D03F School offers Biology I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: A1ONLIFESCI

Record #1, Position: 8686 - 8687, Format: N2.

Variable Label: A1 D03G School offers Life Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONCHEM1

Record #1, Position: 8688 - 8689, Format: N2.

Variable Label: A1 D03H School offers Chemistry I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONPHYS1

Record #1, Position: 8690 - 8691, Format: N2.

Variable Label: A1 D03I School offers Physics I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONINTGSCI1

Record #1, Position: 8692 - 8693, Format: N2.

Variable Label: A1 D03J School offers Integrated Science I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONINTGSCI2

Record #1, Position: 8694 - 8695, Format: N2.

Variable Label: A1 D03K School offers Integrated Science II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONANATOMY

Record #1, Position: 8696 - 8697, Format: N2.

Variable Label: A1 D03L School offers Anatomy or Physiology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONENVAP

Record #1, Position: 8698 - 8699, Format: N2.

Variable Label: A1 D03M School offers Environmental Science AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONADV BIO

Record #1, Position: 8700 - 8701, Format: N2.

Variable Label: A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONADVCEM

Record #1, Position: 8702 - 8703, Format: N2.

Variable Label: A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONADVPHYS

Record #1, Position: 8704 - 8705, Format: N2.

Variable Label: A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONOTHBIO

Record #1, Position: 8706 - 8707, Format: N2.

Variable Label: A1 D03Q School offers an Other biological science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONOTHPSCI

Record #1, Position: 8708 - 8709, Format: N2.

Variable Label: A1 D03R School offers an Other physical science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ONOTHESCI

Record #1, Position: 8710 - 8711, Format: N2.

Variable Label: A1 D03S School offers an Other earth or environmental sciences on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFGENSCI

Record #1, Position: 8712 - 8713, Format: N2.

Variable Label: A1 D04A School offers General Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFPHYSCI

Record #1, Position: 8714 - 8715, Format: N2.

Variable Label: A1 D04B School offers Physical Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFERTHSCI

Record #1, Position: 8716 - 8717, Format: N2.

Variable Label: A1 D04C School offers Earth Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFTECH

Record #1, Position: 8718 - 8719, Format: N2.

Variable Label: A1 D04D School offers Principles of Technology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II



AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFBIO1

Record #1, Position: 8720 - 8721, Format: N2.

Variable Label: A1 D04E School offers Biology I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFLSCI

Record #1, Position: 8722 - 8723, Format: N2.

Variable Label: A1 D04F School offers Life Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above

Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFCHEM1

Record #1, Position: 8724 - 8725, Format: N2.

Variable Label: A1 D04G School offers Chemistry I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFPHYS1

Record #1, Position: 8726 - 8727, Format: N2.

Variable Label: A1 D04H School offers Physics I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I

Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFINTSCI1

Record #1, Position: 8728 - 8729, Format: N2.

Variable Label: A1 D04I School offers Integrated Science I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFINTSCI2

Record #1, Position: 8730 - 8731, Format: N2.

Variable Label: A1 D04J School offers Integrated Science II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFENVSCI

Record #1, Position: 8732 - 8733, Format: N2.

Variable Label: A1 D04K School offers Environmental Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFANATOMY

Record #1, Position: 8734 - 8735, Format: N2.

Variable Label: A1 D04L School offers Anatomy or Physiology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFENVAP

Record #1, Position: 8736 - 8737, Format: N2.

Variable Label: A1 D04M School offers Environmental Science AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: A1OFFADVBIO

Record #1, Position: 8738 - 8739, Format: N2.

Variable Label: A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFADVCHEM

Record #1, Position: 8740 - 8741, Format: N2.

Variable Label: A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFADVPHYS

Record #1, Position: 8742 - 8743, Format: N2.

Variable Label: A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFOTHPSCI

Record #1, Position: 8744 - 8745, Format: N2.

Variable Label: A1 D04Q School offers an Other physical science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFOTHBIO

Record #1, Position: 8746 - 8747, Format: N2.

Variable Label: A1 D04R School offers an Other biological science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1OFFOTHESCI

Record #1, Position: 8748 - 8749, Format: N2.

Variable Label: A1 D04S School offers an Other earth or enviro science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I



Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1NOSCIO

Record #1, Position: 8750 - 8751, Format: N2.

Variable Label: A1 D04T School doesn't offer any of these science courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1IB

Record #1, Position: 8752 - 8753, Format: N2.

Variable Label: A1 D05 School offers an International Baccalaureate (IB) program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer an International Baccalaureate (IB) program?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: A1MTHREQS

Record #1, Position: 8754 - 8755, Format: N2.

Variable Label: A1 D06 School requires completion of specific math course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific math course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MTHSTREQ

Record #1, Position: 8756 - 8757, Format: N2.

Variable Label: A1 D07 Describe how math course(s) required for grad compare with state's reqs

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific math course or courses your school requires for graduation? Would you say...  
the same as the math course or courses required by your State Department of Education  
more advanced than the math course or courses required by your State Department of Education or  
your State Department of Education does not require specific math courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCIREQS

Record #1, Position: 8758 - 8759, Format: N2.

Variable Label: A1 D08 School requires completion of specific sci course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific science course or courses for graduation?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1SCISTREQ

Record #1, Position: 8760 - 8761, Format: N2.

Variable Label: A1 D09 Describe how science course(s) required for grad compare with state's req

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific science course or courses your school requires for graduation? Would you say...  
the same as the science course or courses required by your State Department of Education  
more advanced than the science course or courses required by your State Department of Education or  
your State Department of Education does not require specific science courses for graduation?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ALG1LEVELS

Record #1, Position: 8762 - 8763, Format: N2.

Variable Label: A1 D10 School offers Algebra I levels for students w/ different abilities

Variable Description:

- Does your high school offer different levels of Algebra I for students who vary in ability or in academic background such as prior 8th grade coursework in math?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,507	27.79
1	Yes	13,474	57.54
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,155	9.20
TOTALS		23,415	100.00

Variable Name: A1SEX

Record #1, Position: 8764 - 8765, Format: N2.

Variable Label: A1 E01 Principal's sex

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your sex?

Male

Female

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HISP

Record #1, Position: 8766 - 8767, Format: N2.

Variable Label: A1 E02A Principal is of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or Latino/Latina origin?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1WHITE

Record #1, Position: 8768 - 8769, Format: N2.

Variable Label: A1 E02B Principal is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BLACK

Record #1, Position: 8770 - 8771, Format: N2.

Variable Label: A1 E02C Principal is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ASIAN

Record #1, Position: 8772 - 8773, Format: N2.

Variable Label: A1 E02D Principal is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PACISLE

Record #1, Position: 8774 - 8775, Format: N2.

Variable Label: A1 E02E Principal is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1AMINDIAN

Record #1, Position: 8776 - 8777, Format: N2.

Variable Label: A1 E02F Principal is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HIDEG

Record #1, Position: 8778 - 8779, Format: N2.

Variable Label: A1 E03 Principal's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HIMAJV

Record #1, Position: 8780 - 8819, Format: A40

Variable Label: A1 E04A Principal's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HIMAJ6

Record #1, Position: 8820 - 8826, Format: A7

Variable Label: A1 E04C Principal's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HIMAJ2

Record #1, Position: 8827 - 8828, Format: N2.

Variable Label: A1 E04B Principal's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BAMAJV

Record #1, Position: 8829 - 8868, Format: A40

Variable Label: A1 E05A Principal's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJV was logically imputed to A1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BAMAJ6

Record #1, Position: 8869 - 8875, Format: A7

Variable Label: A1 E05C Principal's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ6 was logically imputed to A1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BAMAJ2

Record #1, Position: 8876 - 8877, Format: N2.

Variable Label: A1 E05B Principal's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ2 was logically imputed to A1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1STARTDEG

Record #1, Position: 8878 - 8879, Format: N2.

Variable Label: A1 E06 Principal has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MANAGEMENT

Record #1, Position: 8880 - 8881, Format: N2.

Variable Label: A1 E07 Prior management experience outside of the field of education

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- "Before you became a principal, did you have any management experience outside of the field of education?"

Yes

No"

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ALTPREP

Record #1, Position: 8882 - 8883, Format: N2.

Variable Label: A1 E08 Whether became a principal through alternative prep program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Did you become a principal through alternative prep programs, such as New Leaders for New Schools?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CERTIFIED

Record #1, Position: 8884 - 8885, Format: N2.

Variable Label: A1 E09 Principal is certified as a principal in this state

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you currently certified as a principal in your state?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1YRSADMIN

Record #1, Position: 8886 - 8887, Format: N2.

Variable Label: A1 E10 Years served as principal of any school

Comment: Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 19	19,641	83.88
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,495	10.66
TOTALS		23,415	100.00

Variable Name: A1YRSHSLSSCH

Record #1, Position: 8888 - 8889, Format: N2.

Variable Label: A1 E11 Years served as principal of this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1TEACHING

Record #1, Position: 8890 - 8891, Format: N2.

Variable Label: A1 E12 Principal is currently teaching in this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In addition to serving as principal, are you currently teaching at [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1YRSMSTCHR

Record #1, Position: 8892 - 8893, Format: N2.

Variable Label: A1 E13A Principal's years of middle school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How ]many years of middle school and high school teaching experience do you have?  
(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)



Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1YRSHSTCHR

Record #1, Position: 8894 - 8895, Format: N2.

Variable Label: A1 E13B Principal's years of secondary teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How ]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MSSUBJECT

Record #1, Position: 8896 - 8897, Format: N2.

Variable Label: A1 E14 Main subject principal taught at middle school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the middle school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HSSUBJECT

Record #1, Position: 8898 - 8899, Format: N2.

Variable Label: A1 E15 Main subject principal taught at high school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the high school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HRTEACHERS

Record #1, Position: 8900 - 8901, Format: N2.

Variable Label: A1 E16A Hours/week spent working with teachers on instructional issues

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 60	19,095	81.55
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,041	12.99
TOTALS		23,415	100.00

Variable Name: A1HRINTMGMENT

Record #1, Position: 8902 - 8903, Format: N2.

Variable Label: A1 E16B Hours/week spent on internal school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 50	19,065	81.42
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,071	13.12
TOTALS		23,415	100.00

Variable Name: A1HREXTMGMENT

Record #1, Position: 8904 - 8905, Format: N2.

Variable Label: A1 E16C Hours/week spent on external school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 50	19,111	81.62
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,025	12.92
TOTALS		23,415	100.00

Variable Name: A1HRDISCIPLN

Record #1, Position: 8906 - 8907, Format: N2.

Variable Label: A1 E16D Hours/week spent on student discipline/attendance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1HRMONITOR

Record #1, Position: 8908 - 8909, Format: N2.

Variable Label: A1 E16E Hours/week spent monitoring hallways/campus/lunchroom

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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C	0 - 40	19,073	81.46
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,063	13.08
TOTALS		23,415	100.00

Variable Name: A1HRTEACHING

Record #1, Position: 8910 - 8911, Format: N2.

Variable Label: A1 E16F Hours/week spent on principal's own teaching assignments

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 25	1,216	5.19
-7	Item legitimate skip/NA	18,420	78.67
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,500	10.68
TOTALS		23,415	100.00

Variable Name: A1HRPARENT

Record #1, Position: 8912 - 8913, Format: N2.

Variable Label: A1 E16G Hours/week spent talking and meeting with parents

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 40	19,100	81.57
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,036	12.97
TOTALS		23,415	100.00

Variable Name: A1HRSTUDENT

Record #1, Position: 8914 - 8915, Format: N2.

Variable Label: A1 E16H Hours/week spent meeting with students

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 60	19,101	81.58
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,035	12.96
TOTALS		23,415	100.00

Variable Name: A1HRPAPERWK

Record #1, Position: 8916 - 8917, Format: N2.

Variable Label: A1 E16I Hours/week spent on paperwork required by authorities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 77	18,924	80.82
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	3,212	13.72
TOTALS		23,415	100.00

Variable Name: A1HROTH

Record #1, Position: 8918 - 8919, Format: N2.

Variable Label: A1 E16J Hours/week spent on other activities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 45	16,480	70.38
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	5,656	24.16
TOTALS		23,415	100.00

Variable Name: A1TARDY

Record #1, Position: 8920 - 8921, Format: N2.

Variable Label: A1 E17A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	2,834	12.10
2	Minor problem	9,982	42.63
3	Moderate problem	5,292	22.60
4	Serious problem	1,365	5.83
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,663	11.37
TOTALS		23,415	100.00

Variable Name: A1STUABSENT

Record #1, Position: 8922 - 8923, Format: N2.

Variable Label: A1 E17B Student absenteeism is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1CUT

Record #1, Position: 8924 - 8925, Format: N2.

Variable Label: A1 E17C Student class cutting is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1TCHRAbsent

Record #1, Position: 8926 - 8927, Format: N2.

Variable Label: A1 E17D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	9,928	42.40
2	Minor problem	7,550	32.24
3	Moderate to serious problem	1,936	8.27
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,722	11.63
TOTALS		23,415	100.00

Variable Name: A1DROPOUT

Record #1, Position: 8928 - 8929, Format: N2.

Variable Label: A1 E17E Students dropping out is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1APATHY

Record #1, Position: 8930 - 8931, Format: N2.

Variable Label: A1 E17F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	3,152	13.46
2	Minor problem	8,749	37.36
3	Moderate problem	5,563	23.76
4	Serious problem	2,060	8.80
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,612	11.16
TOTALS		23,415	100.00

Variable Name: A1PRNTINV

Record #1, Position: 8932 - 8933, Format: N2.

Variable Label: A1 E17G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	5,102	21.79
2	Minor problem	6,908	29.50
3	Moderate problem	5,178	22.11
4	Serious problem	2,297	9.81
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,651	11.32
TOTALS		23,415	100.00

Variable Name: A1UNPREP

Record #1, Position: 8934 - 8935, Format: N2.

Variable Label: A1 E17H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	3,056	13.05
2	Minor problem	8,585	36.66
3	Moderate problem	6,161	26.31
4	Serious problem	1,598	6.82
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,736	11.68



TOTALS		23,415	100.00
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Variable Name: A1HEALTH

Record #1, Position: 8936 - 8937, Format: N2.

Variable Label: A1 E17I Poor student health is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	10,278	43.89
2	Minor problem	7,677	32.79
3	Moderate to serious problem	1,525	6.51
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,656	11.34
TOTALS		23,415	100.00

Variable Name: A1RESOURCES

Record #1, Position: 8938 - 8939, Format: N2.

Variable Label: A1 E17J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	7,641	32.63
2	Minor problem	7,508	32.06
3	Moderate problem	3,482	14.87
4	Serious problem	776	3.31
-8	Unit non-response/component not applicable	1,279	5.46
-9	Missing	2,729	11.65
TOTALS		23,415	100.00

Variable Name: A1CONFLICT

Record #1, Position: 8940 - 8941, Format: N2.

Variable Label: A1 E18A Frequency of physical conflicts among students at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical conflicts among students

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ROBBERY

Record #1, Position: 8942 - 8943, Format: N2.

Variable Label: A1 E18B Frequency of robbery or theft at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Robbery or theft

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1VANDALISM

Record #1, Position: 8944 - 8945, Format: N2.

Variable Label: A1 E18C Frequency of vandalism at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Vandalism

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1DRUGUSE

Record #1, Position: 8946 - 8947, Format: N2.

Variable Label: A1 E18D Frequency of student illegal drug use at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of illegal drugs while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1ALCOHOL

Record #1, Position: 8948 - 8949, Format: N2.

Variable Label: A1 E18E Frequency of students use of alcohol while at school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of alcohol while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1DRUGSALE

Record #1, Position: 8950 - 8951, Format: N2.

Variable Label: A1 E18F Frequency of drug sales on the way to/from school or on school grounds

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

The sale of drugs on the way to or from school or on school grounds

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1WEAPONS

Record #1, Position: 8952 - 8953, Format: N2.

Variable Label: A1 E18G Frequency of student possession of weapons at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student possession of weapons

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1PHYSABUSE

Record #1, Position: 8954 - 8955, Format: N2.

Variable Label: A1 E18H Frequency of physical abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical abuse of teachers

Daily

At least once a week

At least once a month

On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1TENSION

Record #1, Position: 8956 - 8957, Format: N2.

Variable Label: A1 E18I Frequency of student racial tensions at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student racial tensions

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1BULLY

Record #1, Position: 8958 - 8959, Format: N2.

Variable Label: A1 E18J Frequency of student bullying at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student bullying

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1VERBAL

Record #1, Position: 8960 - 8961, Format: N2.

Variable Label: A1 E18K Frequency of student verbal abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student verbal abuse of teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1MISBEHAVE

Record #1, Position: 8962 - 8963, Format: N2.

Variable Label: A1 E18L Frequency of student in-class misbehavior at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student in-class misbehavior

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1DISRESPECT

Record #1, Position: 8964 - 8965, Format: N2.

Variable Label: A1 E18M Frequency of student acts of disrespect for teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student acts of disrespect for teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A1GANG

Record #1, Position: 8966 - 8967, Format: N2.

Variable Label: A1 E18N Frequency of student gang activities at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student gang activities

Daily

At least once a week

At least once a month

On occasion

Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2SCHTYPE

Record #1, Position: 8968 - 8969, Format: N2.

Variable Label: A2 A01 School type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes [school name]?

1=A regular school

2=A charter school (a school that has been granted a charter exempting it from selected state or local rules and regulations)

3=A special program school , such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

4=A career, technical or vocational school

5=An alternative school (a school that offers a curriculum designed to provide nontraditional education to students, for example, to students at risk of school failure or dropout in a traditional setting)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the first item included instructions for respondents from public schools to exclude charter schools. Private schools did not see the second option.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1SCHTYPE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2MAGNET

Record #1, Position: 8970 - 8971, Format: N2.

Variable Label: A2 A02 School has a schoolwide magnet program or program only for some students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does this school have a magnet program?

(A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)

1=Yes, a school-wide magnet program in which all students in this school participate in the program

2=Yes, a magnet program in which some students in this school participate in the program

3=No

Administered To: First follow-up respondents in base-year, public schools.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2STEMFOCUS

Record #1, Position: 8972 - 8973, Format: N2.

Variable Label: A2 A03 School's magnet program/special focus is STEM or something else

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [school name]'s magnet program or special focus on...

1=Science, Technology, Engineering, or Math or

2=something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools that have a magnet program.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CHOICE

Record #1, Position: 8974 - 8975, Format: N2.

Variable Label: A2 A05 School participates in public school choice program

Variable Description:

- Does [school name] participate in a public school choice program? School choice programs are those aimed at giving families the opportunity to choose the school their children will attend, such as magnet schools, charter schools, and school vouchers. Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year, public schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,663	49.81
1	Yes	3,714	15.86
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	5,235	22.36
-8	Unit non-response	894	3.82
-9	Missing	80	0.34
TOTALS		23,415	100.00

Variable Name: A2CHOICEIN

Record #1, Position: 8976 - 8977, Format: N2.

Variable Label: A2 A06A School's students can enroll in another school within district

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does [school name] participate?

Students assigned to [school name] can choose to enroll in [school name] or another school within the district.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools that participate in a public school choice program.

Crossround Note: This variable is a repeat of the BY variable A1CHOICEIN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CHOICEOUT

Record #1, Position: 8978 - 8979, Format: N2.

Variable Label: A2 A06B School's students can enroll in a school in another district at no cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does [school name] participate?

Students can enroll in a public school in another district at no tuition cost to themselves or their families.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools that participate in a public school choice program.

Crossround Note: This variable is a repeat of the BY variable A1CHOICEOUT.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CHOICESCH

Record #1, Position: 8980 - 8981, Format: N2.

Variable Label: A2 A06C Students from other districts can enroll in school at no tuition cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does [school name] participate?

Students from other districts can enroll in [school name] at no tuition cost to themselves or their families.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools that participate in a public school choice program.

Crossround Note: This variable is a repeat of the BY variable A1CHOICESCH.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CHOICEPRIV

Record #1, Position: 8982 - 8983, Format: N2.

Variable Label: A2 A06D School's students can enroll in private school using state/district fund

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does [school name] participate?

Students assigned to [school name] can choose to enroll in a private school using state or district funds.

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools that participate in a public school choice program.

Crossround Note: This variable is a repeat of the BY variable A1CHOICEPRIV.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2YRROUND

Record #1, Position: 8984 - 8985, Format: N2.

Variable Label: A2 A07 Whether school is a year round school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [school name] a year round school?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1YRROUND.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CALENDAR

Record #1, Position: 8986 - 8987, Format: N2.

Variable Label: A2 A08 Academic calendar type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What kind of academic calendar does [school name] have for grades 9 through 12?

1=Semester calendar

2=Trimester calendar

3=Quarter calendar

4=Other calendar

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1CALENDAR.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00



Variable Name: A2CLASSHRS

Record #1, Position: 8988 - 8989, Format: N2.

Variable Label: A2 A09A Average instruction hours per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day do students in grades 9 through 12 receive at [school name]? Please exclude study hall and lunch. Report both hours and minutes, such as 6 hours and 0 minutes or 5 hours and 45 minutes.

hours and

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1CLASSHRS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HRSINSMIN

Record #1, Position: 8990 - 8991, Format: N2.

Variable Label: A2 A09B WILL BE FOLDED INTO A2CLASSHRS - minutes of instruction per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day do students in grades 9 through 12 receive at [school name]? Please exclude study hall and lunch. Report both hours and minutes, such as 6 hours and 0 minutes or 5 hours and 45 minutes.

minutes

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2SCHEDULE

Record #1, Position: 8992 - 8993, Format: N2.

Variable Label: A2 A10 Course schedule type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How are courses scheduled in [school name] for grades 9 through 12?

1=Traditional scheduling only (no block scheduling)

2=Block scheduling only (such as 4x4 or A/B)

3=Both traditional and block scheduling

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1SCHEDULE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CTESHSC

Record #1, Position: 8994 - 8996, Format: N3.

Variable Label: A2 A11 % of HS students who attend shared-time area career-technical school

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of your high school students attend a shared-time area or regional career and technical school?

(Please round to the nearest whole number, and enter '0' if none.)

percent

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
C	0 - 65	18,368	78.45
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	461	1.97
TOTALS		23,415	100.00

Variable Name: A2HSSIZE

Record #1, Position: 8997 - 9001, Format: N5.

Variable Label: A2 B01 High school enrollment

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- As of the first of October 2011, how many students in grades 9-12 were enrolled in this school?  
students

Note: This item was included in the abbreviated instrument.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	25 - 3500	21,167	90.40
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	1	0.00
TOTALS		23,415	100.00

Variable Name: A2CAPACITY

Record #1, Position: 9002 - 9004, Format: N3.

Variable Label: A2 B02 Percent capacity to which school is filled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is [school name]'s current enrollment for grades 9 through 12 expressed as a percentage of capacity, such as 90 percent filled or 105 percent filled?

% (Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1CAPACITY.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2FREELUNCH

Record #1, Position: 9005 - 9007, Format: N3.

Variable Label: A2 B03A % of HS students receiving free or reduced-price lunch

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students in grades 9 through 12 in [school name]...

(Please round to the nearest whole number, and enter '0' if none.)

receive free or reduced-price lunch? %

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1FREELUNCH.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ELL

Record #1, Position: 9008 - 9010, Format: N3.

Variable Label: A2 B03B % of HS students who are limited English proficient

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students in grades 9 through 12 in [school name]...

(Please round to the nearest whole number, and enter '0' if none.)

are English Language Learners/have limited English proficiency? %

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1ELL.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2SPECIALED

Record #1, Position: 9011 - 9013, Format: N3.

Variable Label: A2 B03C % of HS students receiving special education services for disabilities

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students in grades 9 through 12 in [school name]...

(Please round to the nearest whole number, and enter '0' if none.)

receive special education services for students with disabilities? %

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1SPECIALED.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ADA9

Record #1, Position: 9014 - 9016, Format: N3.

Variable Label: A2 B04A Average daily attendance for 9th graders in terms of a percentage

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In terms of a percentage, what was the average daily attendance (ADA) for students in the following grades in your school last year?

(Please round to the nearest whole number.)

9th grade

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	25 - 99	17,035	72.75
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	1,794	7.66

TOTALS		23,415	100.00
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Variable Name: A2ADA10

Record #1, Position: 9017 - 9019, Format: N3.

Variable Label: A2 B04B Average daily attendance for 10th graders in terms of a percentage

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In terms of a percentage, what was the average daily attendance (ADA) for students in the following grades in your school last year?

(Please round to the nearest whole number.)

10th grade

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
C	25 - 99	17,052	72.83
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	1,777	7.59
TOTALS		23,415	100.00

Variable Name: A2ADA11

Record #1, Position: 9020 - 9022, Format: N3.

Variable Label: A2 B04C Average daily attendance for 11th graders in terms of a percentage

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In terms of a percentage, what was the average daily attendance (ADA) for students in the following grades in your school last year?

(Please round to the nearest whole number.)

11th grade

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
C	22 - 99	17,035	72.75
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	1,794	7.66
TOTALS		23,415	100.00

Variable Name: A2ADA12

Record #1, Position: 9023 - 9025, Format: N3.

Variable Label: A2 B04D Average daily attendance for 12th graders in terms of a percentage

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In terms of a percentage, what was the average daily attendance (ADA) for students in the following grades in your school last year?

(Please round to the nearest whole number.)

12th grade

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
C	20 - 99	17,035	72.75
-4	Item not administered: abbreviated interview	476	2.03

-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	1,794	7.66
TOTALS		23,415	100.00

Variable Name: A2NOTIFY

Record #1, Position: 9026 - 9027, Format: N2.

Variable Label: A2 B05A Parents can be notified when HS students are absent without excuse

Variable Description:

- Which of the following can occur when high school students are absent without an excuse?

Parents are notified.

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1NOTIFY.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	288	1.23
1	Yes	18,462	78.85
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	79	0.34
TOTALS		23,415	100.00

Variable Name: A2DETENTION

Record #1, Position: 9028 - 9029, Format: N2.

Variable Label: A2 B05B HS students can receive detentions when absent without excuse

Variable Description:

- Which of the following can occur when high school students are absent without an excuse?

Students receive detentions.

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,300	26.91
1	Yes	12,390	52.91
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	139	0.59
TOTALS		23,415	100.00

Variable Name: A2INSUSPEND

Record #1, Position: 9030 - 9031, Format: N2.

Variable Label: A2 B05C Students can receive in-school suspensions when absent without excuse

Variable Description:

- Which of the following can occur when high school students are absent without an excuse?

Students receive in-school suspensions.

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,810	41.90
1	Yes	8,889	37.96
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	130	0.56
TOTALS		23,415	100.00

Variable Name: A2OUTSUSPEND

Record #1, Position: 9032 - 9033, Format: N2.

Variable Label: A2 B05D Students can receive out-of-school suspension when absent without excuse

Variable Description:

- Which of the following can occur when high school students are absent without an excuse?

Students receive out-of-school suspensions.

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,353	57.03
1	Yes	5,295	22.61
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	181	0.77
TOTALS		23,415	100.00

Variable Name: A2ABSENTFAIL

Record #1, Position: 9034 - 9035, Format: N2.

Variable Label: A2 B06 School has course failure policy tied to absenteeism

Variable Description:

- Does [school name] have a course failure policy that is tied to absenteeism?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,751	37.37
1	Yes	10,028	42.83
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	50	0.21
TOTALS		23,415	100.00

Variable Name: A2PROMCRED

Record #1, Position: 9036 - 9037, Format: N2.

Variable Label: A2 B07 HS students must earn certain number/type credits for academic promotion

Variable Description:

- Are high school students at [school name] required to earn a certain number or type of credits to be academically promoted to the next grade?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	4,073	17.39
1	Yes	14,686	62.72
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	70	0.30
TOTALS		23,415	100.00

Variable Name: A2REPEATG11

Record #1, Position: 9038 - 9039, Format: N2.

Variable Label: A2 B08 % of 2010-2011 11th graders not academically promoted to 12th grade

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- In the 2010-2011 school year, what percentage of [school name]'s 11th grade class did not accumulate enough credits to be promoted to 12th grade academic status for the 2011-2012 school year?

% (Please round to the nearest whole number.)

Administered To: First follow-up respondents in base-year schools that require high school students to earn a certain number or type of credits to be academically promoted to the next year.

Code	Value Label	Frequency	Percentage
C	0 - 25	13,665	58.36
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	5,936	25.35
-8	Unit non-response	894	3.82
-9	Missing	1,091	4.66
TOTALS		23,415	100.00

Variable Name: A2RECOVERY

Record #1, Position: 9040 - 9041, Format: N2.

Variable Label: A2 B09A Credit recovery program offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

Credit recovery program targeted at standards in which students were deficient. Programs may be offered by computer software, online instruction (such as a virtual school), or teacher-guided instruction

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	2,729	11.65

1	Yes	15,984	68.26
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	116	0.50
TOTALS		23,415	100.00

Variable Name: A2SUMRSCH

Record #1, Position: 9042 - 9043, Format: N2.

Variable Label: A2 B09B Summer supplemental instruction program offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

Summer programs that provides supplemental instruction

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	4,671	19.95
1	Yes	14,071	60.09
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	87	0.37
TOTALS		23,415	100.00

Variable Name: A2LRNCMNITY

Record #1, Position: 9044 - 9045, Format: N2.

Variable Label: A2 B09C Learning community offered to over-age students not ready for promotion

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

Small learning communities for over-aged students who have not met criteria for promotion to the next grade

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	14,927	63.75
1	Yes	3,729	15.93
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	173	0.74
TOTALS		23,415	100.00

Variable Name: A2CATCHUP

Record #1, Position: 9046 - 9047, Format: N2.

Variable Label: A2 B09D Catch-up courses offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

Catch-up courses



1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,828	41.97
1	Yes	8,742	37.34
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	259	1.11
TOTALS		23,415	100.00

Variable Name: A2DOUBLEDOSSE

Record #1, Position: 9048 - 9049, Format: N2.

Variable Label: A2 B09E Double dosing of classes offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

"Double-dosing" of classes

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,225	35.13
1	Yes	10,403	44.43
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	201	0.86
TOTALS		23,415	100.00

Variable Name: A2STUDYCLASS

Record #1, Position: 9050 - 9051, Format: N2.

Variable Label: A2 B09F Classes in study skills offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?

Classes in study skills

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,140	34.76
1	Yes	10,381	44.33
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	308	1.32
TOTALS		23,415	100.00

Variable Name: A2G11TEACHER

Record #1, Position: 9052 - 9053, Format: N2.

Variable Label: A2 B09G Professional dev offered to teachers working w/ struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?  
Specific professional development, coaches, or technical assistance for teachers working with struggling students

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	6,999	29.89
1	Yes	11,698	49.96
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	132	0.56
TOTALS		23,415	100.00

Variable Name: A2TUTORSTRG

Record #1, Position: 9054 - 9055, Format: N2.

Variable Label: A2 B09H Tutoring offered to struggling students

Variable Description:

- Does your high school offer any of the following programs to assist students who are struggling academically?  
Tutoring

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	859	3.67
1	Yes	17,789	75.97
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	181	0.77
TOTALS		23,415	100.00

Variable Name: A2RECOVONSITE

Record #1, Position: 9056 - 9057, Format: N2.

Variable Label: A2 B10A Credit recovery program is offered on-site

Variable Description:

- Is the credit recovery program offered...  
on-site, such as teacher-guided instruction or program software in a classroom?

1=Yes

0=No

Administered To: First follow-up respondents in base-year schools that offer programs to assist students who are struggling academically through a credit recovery program.

Code	Value Label	Frequency	Percentage
0	No	2,434	10.40
1	Yes	13,403	57.24

-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	4,592	19.61
-8	Unit non-response	894	3.82
-9	Missing	263	1.12
TOTALS		23,415	100.00

Variable Name: A2RECOVONLINE

Record #1, Position: 9058 - 9059, Format: N2.

Variable Label: A2 B10B Credit recovery program is offered online

Variable Description:

- Is the credit recovery program offered...  
online, such as a state virtual school?

1=Yes

0=No

Administered To: First follow-up respondents in base-year schools that offer programs to assist students who are struggling academically through a credit recovery program.

Code	Value Label	Frequency	Percentage
0	No	4,349	18.57
1	Yes	10,947	46.75
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	4,592	19.61
-8	Unit non-response	894	3.82
-9	Missing	804	3.43
TOTALS		23,415	100.00

Variable Name: A2PCTRECOVERY

Record #1, Position: 9060 - 9061, Format: N2.

Variable Label: A2 B11 % of 11th/12th graders participated in credit recovery program

Comment: 50% or more recoded as 25% or more on the public use file.

Variable Description:

- During the 2010-2011 school year, approximately what percentage of 11th and 12th grade students participated in these credit recovery programs?

1=5 percent or less

2=6 to 10 percent

3=11 to 24 percent

4=25 to 49 percent

5=50 percent or more

Administered To: First follow-up respondents in base year schools that offer programs to assist students who are struggling academically through an onsite or online credit recovery program.

Code	Value Label	Frequency	Percentage
1	5 percent or less	7,663	32.73
2	6 to 10 percent	4,763	20.34
3	11 to 24 percent	2,369	10.12
4	25 percent or more	444	1.90
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	4,949	21.14
-8	Unit non-response	894	3.82
-9	Missing	504	2.15

TOTALS		23,415	100.00
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Variable Name: A2RETURN11

Record #1, Position: 9062 - 9064, Format: N3.

Variable Label: A2 B12 % of Sept 2010 11th graders returned in Sept 2011

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of your high school's September 2010 11th-graders returned in September of 2011, regardless of grade level?  
% (Please round to the nearest whole number.)

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
C	60 - 100	17,612	75.22
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	1,217	5.20
TOTALS		23,415	100.00

Variable Name: A2TRANSFRALT

Record #1, Position: 9065 - 9066, Format: N2.

Variable Label: A2 B13 % of 2010-2011 students transferred out to an alternative program/school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students attending [school name] in the 2010-2011 school year were transferred to an alternative program or school, such as one with a program, curriculum, or teaching approach that helps students who are at risk of dropping out?  
% (Please round to the nearest whole number. Enter '0' if none.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents in base-year schools except those in alternative schools.

Crossround Note: This variable is a repeat of the BY variable A1TRANSFRALT.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2DOPRVON

Record #1, Position: 9067 - 9068, Format: N2.

Variable Label: A2 B14A Dropout prevention program offered on-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?  
Dropout prevention program on-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	10,817	46.20
1	Yes	7,830	33.44
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82

-9	Missing	182	0.78
TOTALS		23,415	100.00

Variable Name: A2DOPRVOFF

Record #1, Position: 9069 - 9070, Format: N2.

Variable Label: A2 B14B Dropout prevention program offered off-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?

Dropout prevention program off-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	12,476	53.28
1	Yes	5,936	25.35
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	417	1.78
TOTALS		23,415	100.00

Variable Name: A2STUDYPRGON

Record #1, Position: 9071 - 9072, Format: N2.

Variable Label: A2 B14C Programs to develop study skills (AVID/GEAR UP) offered on-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?

Programs to develop student study skills (such as AVID or GEAR UP) on-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	11,558	49.36
1	Yes	7,072	30.20
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	199	0.85
TOTALS		23,415	100.00

Variable Name: A2STUDYPRGOFF

Record #1, Position: 9073 - 9074, Format: N2.

Variable Label: A2 B14D Programs to develop study skills (AVID/GEAR UP) offered off-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?

Programs to develop student study skills (such as AVID or GEAR UP) off-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	16,191	69.15
1	Yes	2,174	9.28
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	464	1.98
TOTALS		23,415	100.00

Variable Name: A2CHILDCAREON

Record #1, Position: 9075 - 9076, Format: N2.

Variable Label: A2 B14E Childcare services offered on-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?

Childcare services on-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	17,317	73.96
1	Yes	1,203	5.14
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	309	1.32
TOTALS		23,415	100.00

Variable Name: A2CHILDCAREOFF

Record #1, Position: 9077 - 9078, Format: N2.

Variable Label: A2 B14F Childcare services offered off-site

Variable Description:

- Which of the following programs or courses does [school name] offer to help students at risk of dropping out of high school?

Childcare services off-site

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	16,823	71.85
1	Yes	1,725	7.37
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96

-8	Unit non-response	894	3.82
-9	Missing	281	1.20
TOTALS		23,415	100.00

Variable Name: A2PCTDOPRVON

Record #1, Position: 9079 - 9081, Format: N3.

Variable Label: A2 B15A % of HS students enrolled in dropout prevention program on-site

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of [school name]'s students in grades 9 through 12 are currently enrolled in a dropout prevention program, either on-site at [school name] or off-site?

(Please round to the nearest whole number, and enter '0' if none.)

On-site %

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offer onsite or offsite dropout prevention programs.

Code	Value Label	Frequency	Percentage
C	0 - 30	9,847	42.05
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	9,875	42.17
-8	Unit non-response	894	3.82
-9	Missing	970	4.14
TOTALS		23,415	100.00

Variable Name: A2PCTDOPRVOFF

Record #1, Position: 9082 - 9083, Format: N2.

Variable Label: A2 B15B % of HS students enrolled in dropout prevention program off-site

Comment: Values greater than 6 coded as 6 on the public use file.

Variable Description:

- What percentage of [school name]'s students in grades 9 through 12 are currently enrolled in a dropout prevention program, either on-site at [school name] or off-site?

(Please round to the nearest whole number, and enter '0' if none.)

Off-site %

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offer onsite or offsite dropout prevention programs.

Code	Value Label	Frequency	Percentage
C	0 - 6	8,833	37.72
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	9,875	42.17
-8	Unit non-response	894	3.82
-9	Missing	1,984	8.47
TOTALS		23,415	100.00

Variable Name: A2MTHSCIFAIR

Record #1, Position: 9084 - 9085, Format: N2.

Variable Label: A2 B16A Holds math or science fairs/workshops/competitions

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Hold school-wide math or science fairs, workshops, or competitions

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.  
Crossround Note: This variable is a repeat of the BY variable A1MTHSCIFAIR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,581	32.38
1	Yes	11,116	47.47
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	132	0.56
TOTALS		23,415	100.00

Variable Name: A2MSSUMMER

Record #1, Position: 9086 - 9087, Format: N2.

Variable Label: A2 B16B Partners w/ college/university that offers math/science summer program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSSUMMER.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,451	31.82
1	Yes	11,167	47.69
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	211	0.90
TOTALS		23,415	100.00

Variable Name: A2MSMENTOR

Record #1, Position: 9088 - 9089, Format: N2.

Variable Label: A2 B16C Pairs students with mentors in math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Pair students with mentors in math or science

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSMENTOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,848	46.33
1	Yes	7,768	33.18
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	213	0.91



TOTALS		23,415	100.00
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Variable Name: A2MSSPEAKER

Record #1, Position: 9090 - 9091, Format: N2.

Variable Label: A2 B16D Brings in guest speakers to talk about math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Bring in guest speakers to talk to students about math or science

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSSPEAKER.

Code	Value Label	Frequency	Percentage
0	No	5,409	23.10
1	Yes	13,169	56.24
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	251	1.07
TOTALS		23,415	100.00

Variable Name: A2MSFLDTRIP

Record #1, Position: 9092 - 9093, Format: N2.

Variable Label: A2 B16E Takes students on math- or science-relevant field trips

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Take students on math- or science-relevant field trips

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSFLDTRIP.

Code	Value Label	Frequency	Percentage
0	No	2,678	11.44
1	Yes	15,959	68.16
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	192	0.82
TOTALS		23,415	100.00

Variable Name: A2MSPRGMS

Record #1, Position: 9094 - 9095, Format: N2.

Variable Label: A2 B16F Tells students about math/science contests/websites/blogs/other programs

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Tell students about math or science contests, web sites, blogs, or programs (such as the Intel Student Research Contest or Girls Incorporated Operation SMART)

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSPRGMS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,384	14.45
1	Yes	15,175	64.81
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	270	1.15
TOTALS		23,415	100.00

Variable Name: A2MSPDLEARN

Record #1, Position: 9096 - 9097, Format: N2.

Variable Label: A2 B16G Requires teacher prof development in how students learn math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Require teacher professional development in how students learn math or science

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSPDLEARN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,928	33.86
1	Yes	10,676	45.59
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	225	0.96
TOTALS		23,415	100.00

Variable Name: A2MSPDINTRST

Record #1, Position: 9098 - 9099, Format: N2.

Variable Label: A2 B16H Requires teacher prof development in increasing interest in math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

Require teacher professional development in increasing student interest in math or science

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MSPDINTRST .

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,892	46.52
1	Yes	7,716	32.95
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	221	0.94
TOTALS		23,415	100.00

Variable Name: A2ENGREQHS

Record #1, Position: 9100 - 9101, Format: N2.

Variable Label: A2 B17A Years of English coursework required for hs graduation 2012

Comment: Less than 4 years grouped as one category on the public use file.

Variable Description:

- In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]? Please answer with the graduating class of 2013 in mind.

English

1=Not required

2=Less than 1 year

3=1 to less than 2 years

4=2 to less than 3 years

5=3 to less than 4 years

6=4 years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
5	Less than 4 years	755	3.22
6	4 years	17,886	76.39
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	188	0.80
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: A2MTHREQHS

Record #1, Position: 9102 - 9103, Format: N2.

Variable Label: A2 B17B Years of Mathematics coursework required for hs graduation 2012

Comment: Less than 3 years grouped as one category on the public use file.

Variable Description:

- In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]? Please answer with the graduating class of 2013 in mind.

Mathematics

1=Not required

2=Less than 1 year

3=1 to less than 2 years

4=2 to less than 3 years

5=3 to less than 4 years

6=4 years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
4	Less than 3 years	1,261	5.39
5	3 to less than 4 years	7,376	31.50
6	4 years	9,998	42.70
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	194	0.83
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: A2SCIREQHS

Record #1, Position: 9104 - 9105, Format: N2.

Variable Label: A2 B17C Years of Science coursework required for hs graduation 2012

Variable Description:

- In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]? Please answer with the graduating class of 2013 in mind.

Science

1=Not required

2=Less than 1 year

3=1 to less than 2 years

4=2 to less than 3 years

5=3 to less than 4 years

6=4 years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
3	1 to less than 2 years	264	1.13
4	2 to less than 3 years	2,799	11.95
5	3 to less than 4 years	11,216	47.90
6	4 years	4,329	18.49
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	221	0.94
TOTALS		23,415	100.00

Variable Name: A2HISTREQHS

Record #1, Position: 9106 - 9107, Format: N2.

Variable Label: A2 B17D Years of History/Social Studies required for hs graduation 2012

Comment: Less than 3 years grouped as one category on the public use file.

Variable Description:

- In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]? Please answer with the graduating class of 2013 in mind.

History or social studies

1=Not required

2=Less than 1 year

3=1 to less than 2 years

4=2 to less than 3 years

5=3 to less than 4 years

6=4 years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
4	Less than 3 years	1,714	7.32
5	3 to less than 4 years	11,069	47.27
6	4 years	5,805	24.79
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	241	1.03

TOTALS		23,415	100.00
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Variable Name: A2LANGREQHS

Record #1, Position: 9108 - 9109, Format: N2.

Variable Label: A2 B17E Years of Foreign Language required for hs graduation 2012

Comment: 3 or more years grouped as one category on the public use file.

Variable Description:

- In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]? Please answer with the graduating class of 2013 in mind.

Foreign language

1=Not required

2=Less than 1 year

3=1 to less than 2 years

4=2 to less than 3 years

5=3 to less than 4 years

6=4 years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Not required	7,203	30.76
2	Less than 1 year	301	1.29
3	1 to less than 2 years	3,158	13.49
4	2 to less than 3 years	6,516	27.83
5	3 or more years	1,406	6.00
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	245	1.05
TOTALS		23,415	100.00

Variable Name: A2ENGREQ4YR

Record #1, Position: 9110 - 9111, Format: N2.

Variable Label: A2 B18A English requirements compared to reqs for state 4 yr college

Variable Description:

- For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a public, 4-year college in your state? Please answer with the graduating class of 2013 in mind.

English

1=Less than

2=Equal to

3=More than

4=Do not know

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Less than	204	0.87
2	Equal to	15,909	67.94
3	More than	1,898	8.11
4	Do not know	612	2.61
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78

-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	206	0.88
TOTALS		23,415	100.00

Variable Name: A2MTHREQ4YR

Record #1, Position: 9112 - 9113, Format: N2.

Variable Label: A2 B18B Math requirements compared to reqs for state 4 yr college

Variable Description:

- For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a public, 4-year college in your state? Please answer with the graduating class of 2013 in mind.

Mathematics

1=Less than

2=Equal to

3=More than

4=Do not know

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than	1,438	6.14
2	Equal to	12,985	55.46
3	More than	3,531	15.08
4	Do not know	653	2.79
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	222	0.95
TOTALS		23,415	100.00

Variable Name: A2SCIREQ4YR

Record #1, Position: 9114 - 9115, Format: N2.

Variable Label: A2 B18C Science requirements compared to reqs for state 4 yr college

Variable Description:

- For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a public, 4-year college in your state? Please answer with the graduating class of 2013 in mind.

Science

1=Less than

2=Equal to

3=More than

4=Do not know

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than	1,235	5.27
2	Equal to	13,277	56.70
3	More than	3,237	13.82
4	Do not know	695	2.97
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96

-8	Unit non-response	894	3.82
-9	Missing	385	1.64
TOTALS		23,415	100.00

Variable Name: A2HISTREQ4YR

Record #1, Position: 9116 - 9117, Format: N2.

Variable Label: A2 B18D History/social Sci requirements compared to reqs for state 4 yr college

Variable Description:

- For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a public, 4-year college in your state? Please answer with the graduating class of 2013 in mind.

History or social studies

1=Less than

2=Equal to

3=More than

4=Do not know

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than	325	1.39
2	Equal to	13,571	57.96
3	More than	3,807	16.26
4	Do not know	846	3.61
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	280	1.20
TOTALS		23,415	100.00

Variable Name: A2LANGREQ4YR

Record #1, Position: 9118 - 9119, Format: N2.

Variable Label: A2 B18E Foreign language requirements compared to reqs for state 4 yr college

Variable Description:

- For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a public, 4-year college in your state? Please answer with the graduating class of 2013 in mind.

Foreign language

1=Less than

2=Equal to

3=More than

4=Do not know

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Less than	5,748	24.55
2	Equal to	9,160	39.12
3	More than	2,142	9.15
4	Do not know	1,474	6.30
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82

-9	Missing	305	1.30
TOTALS		23,415	100.00

Variable Name: A2HIGHERED

Record #1, Position: 9120 - 9122, Format: N3.

Variable Label: A2 B19A % of 2010-2011 seniors entered higher education programs

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of the 2010-2011 12th grade class...

(Please round your answers to whole numbers, and answer '0' if there are no students in a category.)

entered higher education programs (such as a 4-year college, 2-year community college, or school that provides occupational training)?

Note: This item was included in the abbreviated instrument.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	0 - 100	20,171	86.15
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	997	4.26
TOTALS		23,415	100.00

Variable Name: A2WORK

Record #1, Position: 9123 - 9125, Format: N3.

Variable Label: A2 B19B % of 2010-2011 seniors entered labor market

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of the 2010-2011 12th grade class...

(Please round your answers to whole numbers, and answer '0' if there are no students in a category.)

entered the labor market?

Note: This item was included in the abbreviated instrument.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1WORK.

Code	Value Label	Frequency	Percentage
C	10 - 90	19,865	84.84
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	1,303	5.56
TOTALS		23,415	100.00

Variable Name: A2MILITARY

Record #1, Position: 9126 - 9127, Format: N2.

Variable Label: A2 B19C % of 2010-2011 seniors joined military

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of the 2010-2011 12th grade class...

(Please round your answers to whole numbers, and answer '0' if there are no students in a category.)

joined the military?

Note: This item was included in the abbreviated instrument.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1MILITARY.

Code	Value Label	Frequency	Percentage
C	2 - 21	19,883	84.92
-6	Component not applicable	1,353	5.78



-8	Unit non-response	894	3.82
-9	Missing	1,285	5.49
TOTALS		23,415	100.00

Variable Name: A2FTTCHRS

Record #1, Position: 9128 - 9130, Format: N3.

Variable Label: A2 C01A Total number of full-time high school teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the first of October 2011, about how many high school teachers held full-time or part-time positions or assignments at [school name]? Include regular classroom teachers; special area or resource teachers such as teachers of special education, Title I, art, music, physical education; and long-term substitute teachers. Include as PART-TIME teachers, itinerant teachers who teach part-time at this school. Do not include student teachers, short-term substitute teachers, or teachers who teach only postsecondary or adult education.

(Please use whole numbers, and enter '0' if none.)

full-time teachers

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1FTTCHRS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PTTCHRS

Record #1, Position: 9131 - 9133, Format: N3.

Variable Label: A2 C01B Total number of part-time high school teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the first of October 2011, about how many high school teachers held full-time or part-time positions or assignments at [school name]? Include regular classroom teachers; special area or resource teachers such as teachers of special education, Title I, art, music, physical education; and long-term substitute teachers. Include as PART-TIME teachers, itinerant teachers who teach part-time at this school. Do not include student teachers, short-term substitute teachers, or teachers who teach only postsecondary or adult education.

(Please use whole numbers, and enter '0' if none.)

part-time teachers

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1PTTCHRS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2FTMTCHRS

Record #1, Position: 9134 - 9136, Format: N3.

Variable Label: A2 C02A Number of full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

Math (full-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1FTMTCHRS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PTMTCHRS

Record #1, Position: 9137 - 9138, Format: N2.

Variable Label: A2 C02B Number of part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

Math (part-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1PTMTCHRS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2FTSTCHRS

Record #1, Position: 9139 - 9141, Format: N3.

Variable Label: A2 C02C Number of full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

Science (full-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1FTSTCHRS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PTSTCHRS

Record #1, Position: 9142 - 9143, Format: N2.

Variable Label: A2 C02D Number of part-time high school science teachers

Comment: Values greater than 5 recoded as 5 on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

## Science (part-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	0 - 5	21,168	90.40
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
TOTALS		23,415	100.00

Variable Name: A2FTOTHTCHRS

Record #1, Position: 9144 - 9146, Format: N3.

Variable Label: A2 C02E Number of full-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

All other subjects (full-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1FTOTHTCHRS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PTOTHTCHRS

Record #1, Position: 9147 - 9149, Format: N3.

Variable Label: A2 C02F Number of part-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

All other subjects (part-time)

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable A1PTOTHTCHRS.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PTALLTCHRS

Record #1, Position: 9150 - 9152, Format: N3.

Variable Label: A2 C02G Total number of part-time teachers - sum of math, science, other

Comment: Values greater than 13 recoded as 13 on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

Part-time

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	0 - 13	18,096	77.28
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	3,072	13.12
TOTALS		23,415	100.00

Variable Name: A2FTALLTCHRS

Record #1, Position: 9153 - 9155, Format: N3.

Variable Label: A2 C02H Total number of full-time teachers - sum of math, science, other

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- Of the [X] full-time [and [X] part-time] teachers who instruct high school students at [school name], how many teach in each of the following subject areas?

Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]

(Please use whole numbers, and enter '0' if none.)

Full-time

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and the total number of full-time/part-time teachers was filled based on respondent's previous responses, where applicable. Number of part-time teachers, in brackets, was not included if no part-time teachers were reported in previous response.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	0 - 230	20,452	87.35
-6	Component not applicable	1,353	5.78
-8	Unit non-response	894	3.82
-9	Missing	716	3.06
TOTALS		23,415	100.00

Variable Name: A2PENSION

Record #1, Position: 9156 - 9158, Format: N3.

Variable Label: A2 C03 Number of teachers collecting pension/drawing from 401(k) or 403(b)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many of [school name]'s teachers are currently collecting a pension from a teacher retirement system or drawing money from a school or system sponsored 401(k) or 403(b) plan?

(Please use whole numbers, and enter '0' if none.)

teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2MTNORETURN

Record #1, Position: 9159 - 9160, Format: N2.

Variable Label: A2 C04 # of 2010-2011 FT math teachers who did not return in 2011-2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school math teachers who taught in [school name] last year (2010-11), did not return to teach high school math at [school name] this year (2011-12)?

(Please use whole numbers, and enter '0' if all math teachers returned this school year.)

math teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MTNORETURN.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2STNORETURN

Record #1, Position: 9161 - 9162, Format: N2.

Variable Label: A2 C05 # of 2010-2011 FT science teachers who did not return in 2011-2012

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school science teachers who taught in [school name] last year (2010-11), did not return to teach high school science students at [school name] this year (2011-12)?

(Please use whole numbers, and enter '0' if all science teachers returned this school year.)

science teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1STNORETURN.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ABSENTTCHR

Record #1, Position: 9163 - 9164, Format: N2.

Variable Label: A2 C06 % of high school's teachers absent on an average day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of [school name]'s high school teachers are absent on an average day?

(Please round to the nearest whole number.)

%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1ABSENTTCHR.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2MSINDUCTION

Record #1, Position: 9165 - 9166, Format: N2.

Variable Label: A2 C07A Formal new teacher induction program for new hs math/science teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Formal new teacher induction program

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Yes	15,915	67.97
2	No	2,499	10.67
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	415	1.77
TOTALS		23,415	100.00

Variable Name: A2MSREDUCETCH

Record #1, Position: 9167 - 9168, Format: N2.

Variable Label: A2 C07B Reduced teaching schedule/# preparations for new hs math/science teacher

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Reduced teaching schedule or increased number of preparations

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Yes	2,874	12.27
2	No	15,448	65.97
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	507	2.17
TOTALS		23,415	100.00

Variable Name: A2MSPLANNING

Record #1, Position: 9169 - 9170, Format: N2.

Variable Label: A2 C07C Planning time w/other math/science teachers for new hs math/sci teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Common planning time with other math and science teachers

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	11,153	47.63
2	No	7,270	31.05
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	406	1.73
TOTALS		23,415	100.00

Variable Name: A2MSRELEASE

Record #1, Position: 9171 - 9172, Format: N2.

Variable Label: A2 C07D Release for professional dev/observation for new math/science teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Release time for professional development or to observe other teachers

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	14,907	63.66
2	No	3,571	15.25
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	351	1.50
TOTALS		23,415	100.00

Variable Name: A2MSSEMINAR

Record #1, Position: 9173 - 9174, Format: N2.

Variable Label: A2 C07E Seminars/classes for beginning teachers for new hs math/science teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Seminars or classes for beginning teachers

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	12,052	51.47
2	No	6,355	27.14
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82

-9	Missing	422	1.80
TOTALS		23,415	100.00

Variable Name: A2MSMENTORMS

Record #1, Position: 9175 - 9176, Format: N2.

Variable Label: A2 C07F Guidance from same subject mentor for new hs math/science teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Ongoing guidance or feedback from a master or mentor teacher in the same subject area

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Yes	16,543	70.65
2	No	1,980	8.46
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	306	1.31
TOTALS		23,415	100.00

Variable Name: A2MSMENTOROTH

Record #1, Position: 9177 - 9178, Format: N2.

Variable Label: A2 C07G Guidance from different subject mentor for new hs math/science teachers

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Ongoing guidance or feedback from a master or mentor teacher in a different subject area

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Yes	7,891	33.70
2	No	10,289	43.94
3	Don't know	391	1.67
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	258	1.10
TOTALS		23,415	100.00

Variable Name: A2MSPROFDEVMS

Record #1, Position: 9179 - 9180, Format: N2.

Variable Label: A2 C07H Subject-specific professional dev for new hs math/science teachers

Comment: "Don't know" recoded with "Missing" on the public use file.

Variable Description:



- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Opportunities to attend subject-specific professional development

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	17,361	74.14
2	No	946	4.04
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	522	2.23
TOTALS		23,415	100.00

Variable Name: A2MSPROFDEVOTH

Record #1, Position: 9181 - 9182, Format: N2.

Variable Label: A2 C07I Non-subject-specific professional dev for new hs math/science teachers

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Opportunities to attend non-subject-specific professional development

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	15,580	66.54
2	No	2,668	11.39
3	Don't know	292	1.25
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	289	1.23
TOTALS		23,415	100.00

Variable Name: A2MSPLC

Record #1, Position: 9183 - 9184, Format: N2.

Variable Label: A2 C07J Teacher study group/PLC for new hs math/science teachers

Variable Description:

- Which of the following kinds of support does your school provide to high school math and science teachers who are new to the profession?

Opportunities to join a teacher study group, sometimes called a professional learning community (PLC)

1=Yes

2=No

3=Don't know

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes	13,713	58.57

2	No	4,334	18.51
3	Don't know	496	2.12
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	286	1.22
TOTALS		23,415	100.00

Variable Name: A2GOAL1

Record #1, Position: 9185 - 9186, Format: N2.

Variable Label: A2 D01 School counseling program's most emphasized goal

Variable Description:

- We would like to ask you a couple of questions about your school's counseling program. Which one of the following goals does your school's counseling program emphasize the most?

1=Helping students plan and prepare for their work roles after high school

2=Helping students with personal growth and development

3=Helping students plan and prepare for postsecondary schooling

4=Helping students improve their achievement in high school

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Helping students plan and prepare for work roles after high school	900	3.84
2	Helping students with personal growth and development	2,658	11.35
3	Helping students plan and prepare for postsecondary schooling	10,255	43.80
4	Helping students improve their achievement in high school	4,522	19.31
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	494	2.11
TOTALS		23,415	100.00

Variable Name: A2GOAL2

Record #1, Position: 9187 - 9188, Format: N2.

Variable Label: A2 D02 School counseling program's second most emphasized goal

Variable Description:

- Of the three goals remaining, which one does your school's counseling program emphasize most?

1=Helping students plan and prepare for their work roles after high school

2=Helping students with personal growth and development

3=Helping students plan and prepare for postsecondary schooling

4=Helping students improve their achievement in high school

Administered To: First follow-up respondents in base-year schools who answered A2GOAL1.

Code	Value Label	Frequency	Percentage
1	Helping students plan and prepare for work roles after high school	2,275	9.72
2	Helping students with personal growth and development	3,701	15.81
3	Helping students plan and prepare for postsecondary schooling	4,512	19.27
4	Helping students improve their achievement in high school	7,779	33.22
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82

-9	Missing	562	2.40
TOTALS		23,415	100.00

Variable Name: A2GOAL3

Record #1, Position: 9189 - 9190, Format: N2.

Variable Label: A2 D03 School counseling program's third most emphasized goal

Variable Description:

- Of the two goals remaining, which one does your school's counseling program emphasize more?

1=Helping students plan and prepare for their work roles after high school

2=Helping students with personal growth and development

3=Helping students plan and prepare for postsecondary schooling

4=Helping students improve their achievement in high school

Administered To: First follow-up respondents in base-year schools who answered A2GOAL2.

Code	Value Label	Frequency	Percentage
1	Helping students plan and prepare for work roles after high school	3,387	14.47
2	Helping students with personal growth and development	7,409	31.64
3	Helping students plan and prepare for postsecondary schooling	2,904	12.40
4	Helping students improve their achievement in high school	4,454	19.02
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	675	2.88
TOTALS		23,415	100.00

Variable Name: A2FILLMTH

Record #1, Position: 9191 - 9192, Format: N2.

Variable Label: A2 D04 Ease of filling high school mathematics teaching vacancies

Comment: "Could not fill math department" recoded with "Very difficult" on the public use file.

Variable Description:

- For the 2011-12 school year, how easy or difficult was it to fill the teaching vacancies in the high school mathematics department in [school name]?

1=Easy

2=Somewhat difficult

3=Very difficult

4=You could not fill the vacancies in the math department

5=There were no vacancies in the math department

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1FILLMTH.

Code	Value Label	Frequency	Percentage
1	Easy	5,529	23.61
2	Somewhat difficult	5,071	21.66
3	Very difficult or could not fill math dept. vacancies	2,081	8.89
5	No vacancies in the math department	5,715	24.41
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	433	1.85
TOTALS		23,415	100.00

Variable Name: A2FILLSCI

Record #1, Position: 9193 - 9194, Format: N2.

Variable Label: A2 D05 Ease of filling high school science teaching vacancies

Comment: "Could not fill science department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the high school science department in [school name]?

1=Easy

2=Somewhat difficult

3=Very difficult

4=You could not fill the vacancies in the science department

5=There were no vacancies in the science department

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1FILLSCI.

Code	Value Label	Frequency	Percentage
1	Easy	3,480	14.86
2	Somewhat difficult	5,666	24.20
3	Very difficult or could not fill science dept. vacancies	2,666	11.39
5	No vacancies in the science department	6,578	28.09
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	439	1.87
TOTALS		23,415	100.00

Variable Name: A2MSINCENTIVE

Record #1, Position: 9195 - 9196, Format: N2.

Variable Label: A2 D06 School/district offers incentives to attract FT math/science hs teachers

Variable Description:

- Does your school or district offer signing bonuses or incentives such as monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math and science teachers?

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
0	No	16,398	70.03
1	Yes	1,985	8.48
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	446	1.90
TOTALS		23,415	100.00

Variable Name: A2TARDY

Record #1, Position: 9197 - 9198, Format: N2.

Variable Label: A2 D07A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following a problem at [school name]?

Student tardiness

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1TARDY.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	2,124	9.07
2	Minor problem	8,697	37.14
3	Moderate problem	5,980	25.54
4	Serious problem	1,571	6.71
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	457	1.95
TOTALS		23,415	100.00

Variable Name: A2STUABSENT

Record #1, Position: 9199 - 9200, Format: N2.

Variable Label: A2 D07B Student absenteeism is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following a problem at [school name]?

Student absenteeism

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1STUABSENT.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CUT

Record #1, Position: 9201 - 9202, Format: N2.

Variable Label: A2 D07C Student class cutting is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following a problem at [school name]?

Student class cutting

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1CUT.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2DROPOUT

Record #1, Position: 9203 - 9204, Format: N2.

Variable Label: A2 D07D Students dropping out is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following a problem at [school name]?

Students dropping out

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1DROPOUT.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2APATHY

Record #1, Position: 9205 - 9206, Format: N2.

Variable Label: A2 D07E Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following a problem at [school name]?

Student apathy

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1APATHY.

Code	Value Label	Frequency	Percentage
1	Not a problem	3,091	13.20
2	Minor problem	7,937	33.90
3	Moderate problem	5,420	23.15
4	Serious problem	1,900	8.11
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	481	2.05
TOTALS		23,415	100.00

Variable Name: A2PRNTINV

Record #1, Position: 9207 - 9208, Format: N2.

Variable Label: A2 D07F Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following a problem at [school name]?

Lack of parental involvement

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1PRNTINV.

Code	Value Label	Frequency	Percentage
1	Not a problem	4,335	18.51
2	Minor problem	6,383	27.26
3	Moderate problem	5,498	23.48
4	Serious problem	2,183	9.32
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	430	1.84
TOTALS		23,415	100.00

Variable Name: A2UNPREP

Record #1, Position: 9209 - 9210, Format: N2.

Variable Label: A2 D07G Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following a problem at [school name]?

Students coming to school unprepared to learn

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1UNPREP.

Code	Value Label	Frequency	Percentage
1	Not a problem	3,262	13.93
2	Minor problem	7,880	33.65
3	Moderate problem	5,965	25.48
4	Serious problem	1,155	4.93
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	567	2.42
TOTALS		23,415	100.00

Variable Name: A2HEALTH

Record #1, Position: 9211 - 9212, Format: N2.

Variable Label: A2 D07H Poor student health is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following a problem at [school name]?

Poor student health

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1HEALTH.

Code	Value Label	Frequency	Percentage
1	Not a problem	8,544	36.49
2	Minor problem	8,712	37.21
3	Moderate to serious problem	1,051	4.49
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	522	2.23
TOTALS		23,415	100.00

Variable Name: A2RESOURCES

Record #1, Position: 9213 - 9214, Format: N2.

Variable Label: A2 D07I Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following a problem at [school name]?

Lack of resources and materials for teachers

1=Not a problem

2=Minor problem

3=Moderate problem

4=Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1RESOURCES.

Code	Value Label	Frequency	Percentage
1	Not a problem	9,429	40.27
2	Minor problem	5,901	25.20
3	Moderate problem	2,432	10.39
4	Serious problem	614	2.62
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	453	1.93
TOTALS		23,415	100.00

Variable Name: A2CONFLICT

Record #1, Position: 9215 - 9216, Format: N2.

Variable Label: A2 D08A Frequency of physical conflicts among students at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Physical conflicts among students

1=Daily

2=At least once a week



3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1CONFLICT.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ROBBERY

Record #1, Position: 9217 - 9218, Format: N2.

Variable Label: A2 D08B Frequency of robbery or theft at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Robbery or theft

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1ROBBERY.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2VANDALISM

Record #1, Position: 9219 - 9220, Format: N2.

Variable Label: A2 D08C Frequency of vandalism at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Vandalism

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1VANDALISM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2DRUGUSE

Record #1, Position: 9221 - 9222, Format: N2.

Variable Label: A2 D08D Frequency of student illegal drug use at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student use of illegal drugs while at school

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1DRUGUSE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ALCOHOL

Record #1, Position: 9223 - 9224, Format: N2.

Variable Label: A2 D08E Frequency of students use of alcohol while at school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student use of alcohol while at school

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1ALCOHOL.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2DRUGSALE

Record #1, Position: 9225 - 9226, Format: N2.

Variable Label: A2 D08F Frequency of drug sales on the way to/from school or on school grounds

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

The sale of drugs on the way to or from school or on school grounds

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1DRUGSALE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2WEAPONS

Record #1, Position: 9227 - 9228, Format: N2.

Variable Label: A2 D09A Frequency of student possession of weapons at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student possession of weapons

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1WEAPONS.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PHYSABUSE

Record #1, Position: 9229 - 9230, Format: N2.

Variable Label: A2 D09B Frequency of physical abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Physical abuse of teachers

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1PHYSABUSE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2TENSION

Record #1, Position: 9231 - 9232, Format: N2.

Variable Label: A2 D09C Frequency of student racial tensions at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student racial tensions

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1TENSION.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CYBERBULLY

Record #1, Position: 9233 - 9234, Format: N2.

Variable Label: A2 D09D Frequency of student cyber-bullying at this school

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Cyber-bullying

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Daily	626	2.67
2	At least once a week	2,175	9.29
3	At least once a month	5,384	22.99
4	On occasion	9,751	41.64
5	Never happens	397	1.70
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	496	2.12
TOTALS		23,415	100.00

Variable Name: A2OTHERBULLY

Record #1, Position: 9235 - 9236, Format: N2.

Variable Label: A2 D09E Frequency of other types of student bullying at this school

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Other types of student bullying

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	Daily	450	1.92
2	At least once a week	2,360	10.08
3	At least once a month	5,201	22.21
4	On occasion	9,945	42.47
5	Never happens	274	1.17
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	599	2.56

TOTALS		23,415	100.00
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Variable Name: A2VERBAL

Record #1, Position: 9237 - 9238, Format: N2.

Variable Label: A2 D09F Frequency of student verbal abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student verbal abuse of teachers

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1VERBAL.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2MISBEHAVE

Record #1, Position: 9239 - 9240, Format: N2.

Variable Label: A2 D09G Frequency of student in-class misbehavior at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student in-class misbehavior

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MISBEHAVE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2DISRESPECT

Record #1, Position: 9241 - 9242, Format: N2.

Variable Label: A2 D09H Frequency of student acts of disrespect for teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student acts of disrespect for teachers

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1DISRESPECT.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2GANG

Record #1, Position: 9243 - 9244, Format: N2.

Variable Label: A2 D09I Frequency of student gang activities at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge, how often do the following types of problems occur at [school name]?

Student gang activities

1=Daily

2=At least once a week

3=At least once a month

4=On occasion

5=Never happens

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1GANG.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2SEX

Record #1, Position: 9245 - 9246, Format: N2.

Variable Label: A2 D10 Principal's sex

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your sex?

1=Male

2=Female

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1SEX.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HISP

Record #1, Position: 9247 - 9248, Format: N2.

Variable Label: A2 D11 Principal is of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or [Latino/Latina] origin?

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1HISP.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2WHITE

Record #1, Position: 9249 - 9250, Format: N2.

Variable Label: A2 D12A Principal is White

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

White

0=No

1=Yes

Note: Question wording was customized in survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1WHITE.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2BLACK

Record #1, Position: 9251 - 9252, Format: N2.

Variable Label: A2 D12B Principal is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Black or African American

0=No

1=Yes

Note: Question wording was customized in survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1BLACK.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2ASIAN

Record #1, Position: 9253 - 9254, Format: N2.

Variable Label: A2 D12C Principal is Asian

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Asian

0=No

1=Yes

Note: Question wording was customized in survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1ASIAN.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2PACISLE

Record #1, Position: 9255 - 9256, Format: N2.

Variable Label: A2 D12D Principal is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

Native Hawaiian or other Pacific Islander

0=No

1=Yes

Note: Question wording was customized in survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1PACISLE.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2AMINDIAN

Record #1, Position: 9257 - 9258, Format: N2.

Variable Label: A2 D12E Principal is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

What is your race?

American Indian or Alaska Native

0=No

1=Yes

Note: Question wording was customized in survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1AMINDIAN.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HIDEG

Record #1, Position: 9259 - 9260, Format: N2.

Variable Label: A2 D13 Principal's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

1=You do not have a degree

2=Associate's degree

3=Bachelor's degree

4=Master's degree

5=Educational Specialist diploma

6=Ph.D., Ed.D, M.D., law degree, or other high level professional degree

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1HIDEG.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HIMAJV

Record #1, Position: 9261 - 9340, Format: A80

Variable Label: A2 D14A Principal's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned".

Administered To: First follow-up respondents in base-year schools who earned a postsecondary degree.



Crossround Note: This variable is a repeat of the BY variable A1HIMAJV.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HIMAJ6

Record #1, Position: 9341 - 9347, Format: A7

Variable Label: A2 D14B Principal's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned".

Administered To: First follow-up respondents in base-year schools who earned a postsecondary degree.

Crossround Note: This variable is a repeat of the BY variable A1HIMAJ6.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2HIMAJ2

Record #1, Position: 9348 - 9349, Format: N2.

Variable Label: A2 D14C Principal's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned".

Administered To: First follow-up respondents in base-year schools who earned a postsecondary degree.

Crossround Note: This variable is a repeat of the BY variable A1HIMAJ2.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2BAMAJV

Record #1, Position: 9350 - 9429, Format: A80

Variable Label: A2 D15A Principal's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Administered To: First follow-up respondents in base-year schools who earned a Master's degree or higher.

Crossround Note: This variable is a repeat of the BY variable A1BAMAJV.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2BAMAJ6

Record #1, Position: 9430 - 9436, Format: A7

Variable Label: A2 D15B Principal's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Administered To: First follow-up respondents in base-year schools who earned a Master's degree or higher.  
Crossround Note: This variable is a repeat of the BY variable A1BAMAJ6.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2BAMAJ2

Record #1, Position: 9437 - 9438, Format: N2.

Variable Label: A2 D15C Principal's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Administered To: First follow-up respondents in base-year schools who earned a Master's degree or higher.

Crossround Note: This variable is a repeat of the BY variable A1BAMAJ2.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2MANAGEMENT

Record #1, Position: 9439 - 9440, Format: N2.

Variable Label: A2 D16 Prior management experience outside of the field of education

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Before you became a principal, did you have any management experience outside of the field of education?

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1MANAGEMENT.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2SCHLAW

Record #1, Position: 9441 - 9442, Format: N2.

Variable Label: A2 D17A Amount of training principal has received in school law

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

School law

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	No training	530	2.26
2	Topic of workshop or seminar	1,321	5.64
3	Part of college course	1,457	6.22
4	Entire college course	9,507	40.60
5	Two or more college courses	5,342	22.81
-4	Item not administered: abbreviated interview	476	2.03

-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	672	2.87
TOTALS		23,415	100.00

Variable Name: A2FISCAL

Record #1, Position: 9443 - 9444, Format: N2.

Variable Label: A2 D17B Amount of training principal has received in fiscal management

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Fiscal management

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	No training	849	3.63
2	Topic of workshop or seminar	1,411	6.03
3	Part of college course	3,402	14.53
4	Entire college course	8,767	37.44
5	Two or more college courses	3,647	15.58
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	753	3.22
TOTALS		23,415	100.00

Variable Name: A2LTPLANS

Record #1, Position: 9445 - 9446, Format: N2.

Variable Label: A2 D17C Amount of training principal has received in long-range planning

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Long-range planning

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	No training	1,079	4.61
2	Topic of workshop or seminar	2,883	12.31
3	Part of college course	6,495	27.74
4	Entire college course	4,557	19.46
5	Two or more college courses	2,964	12.66
-4	Item not administered: abbreviated interview	476	2.03

-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	851	3.63
TOTALS		23,415	100.00

Variable Name: A2PHYSPLANT

Record #1, Position: 9447 - 9448, Format: N2.

Variable Label: A2 D17D Amount of training principal has received in physical plant management

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Physical plant management

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	No training	3,777	16.13
2	Topic of workshop or seminar	3,495	14.93
3	Part of college course	5,367	22.92
4	Entire college course	4,087	17.45
5	Two or more college courses	1,340	5.72
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	763	3.26
TOTALS		23,415	100.00

Variable Name: A2PERSMGMT

Record #1, Position: 9449 - 9450, Format: N2.

Variable Label: A2 D17E Amount of training principal has received in managing personnel

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Personnel management

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	No training	511	2.18
2	Topic of workshop or seminar	2,772	11.84
3	Part of college course	4,331	18.50
4	Entire college course	6,535	27.91
5	Two or more college courses	3,878	16.56
-4	Item not administered: abbreviated interview	476	2.03

-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	802	3.43
TOTALS		23,415	100.00

Variable Name: A2INSTLDRS

Record #1, Position: 9451 - 9452, Format: N2.

Variable Label: A2 D17F Amount of training principal has received in instructional leadership

Comment: "No training" recoded with "Missing" on the public use file.

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Instructional leadership

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
2	Topic of workshop or seminar	818	3.49
3	Part of college course	1,541	6.58
4	Entire college course	4,672	19.95
5	Two or more college courses	10,920	46.64
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	878	3.75
TOTALS		23,415	100.00

Variable Name: A2DATADEC

Record #1, Position: 9453 - 9454, Format: N2.

Variable Label: A2 D17G Amount of training principal has received in data-driven decision making

Variable Description:

- How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.

Data-driven decision making

1=No training

2=Topic of a workshop or seminar

3=Part of a college course

4=An entire college course

5=Two or more college courses

Administered To: All first follow-up respondents in base-year schools.

Code	Value Label	Frequency	Percentage
1	No training	720	3.07
2	Topic of workshop or seminar	4,159	17.76
3	Part of college course	4,764	20.35
4	Entire college course	4,174	17.83
5	Two or more college courses	4,324	18.47
-4	Item not administered: abbreviated interview	476	2.03

-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	688	2.94
TOTALS		23,415	100.00

Variable Name: A2ALTPREP

Record #1, Position: 9455 - 9456, Format: N2.

Variable Label: A2 D18 Whether became a principal through alternative prep program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Did you become a principal through an alternative principal preparation program, such as New Leaders for New Schools?

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1ALTPREP.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2CERTIFIED

Record #1, Position: 9457 - 9458, Format: N2.

Variable Label: A2 D19 Principal is certified as a principal in this state

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you currently certified as a principal in your state?

1=Yes

0=No

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1CERTIFIED.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2YRSADMIN

Record #1, Position: 9459 - 9460, Format: N2.

Variable Label: A2 D20 Years served as principal of any school

Comment: Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [school name] or any other school?

(Please use whole numbers.)

years

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1YRSADMIN.

Code	Value Label	Frequency	Percentage
C	1 - 19	18,188	77.68
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	1,863	7.96
-8	Unit non-response	894	3.82
-9	Missing	641	2.74

TOTALS		23,415	100.00
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Variable Name: A2YRSHSLSSCH

Record #1, Position: 9461 - 9462, Format: N2.

Variable Label: A2 D21 Years served as principal of this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year/Not including the 2012 - 2013 school year], how many years [has the current school administrator/have you] served as the principal of [school name]?

(If this is your first year as school administrator, please report for last year's administrator. Please use whole numbers.)  
years

Note: This item was included in the abbreviated instrument. Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", the respondent was referred to in the third person if designee answered this item, and "not including the 2012-2013 school year" was used if the survey date was after September 1, 2012.

Administered To: First follow-up respondents with at least one year of experience as a principal.

Crossround Note: This variable is a repeat of the BY variable A1YRSHSLSSCH.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2TEACHING

Record #1, Position: 9463 - 9464, Format: N2.

Variable Label: A2 D22 Principal is currently teaching in this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In addition to serving as principal, are you currently teaching at [school name]?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1TEACHING.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2YRSMSTCHR

Record #1, Position: 9465 - 9466, Format: N2.

Variable Label: A2 D23A Principal's years of middle school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How] many years of middle school and high school teaching experience do you have?

(Please use whole numbers, and enter '0' if you have no teaching experience at a level.)

Middle school (grades 6-8) years

Note: Question wording was customized in the survey instrument such that respondents were asked to include "this school year" if before September 1, 2012.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1YRSMSTCHR.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2YRSHSTCHR

Record #1, Position: 9467 - 9468, Format: N2.

Variable Label: A2 D23B Principal's years of high school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How] many years of middle school and high school teaching experience do you have?  
(Please use whole numbers, and enter '0' if you have no teaching experience at a level.)

High school (grades 9-12) years

Note: Question wording was customized in the survey instrument such that respondents were asked to include "this school year" if before September 1, 2012.

Administered To: All first follow-up respondents in base-year schools.

Crossround Note: This variable is a repeat of the BY variable A1YRSHSTCHR.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: A2TCHSUBJ

Record #1, Position: 9469 - 9470, Format: N2.

Variable Label: A2 D24A Main subject principal taught

Variable Description:

- What is the main subject that you [teach/taught]?

1=English

2=Math

3=History or social science

4=Natural or physical sciences

5=Foreign languages

6=Physical education

7=Career, technical or vocational education

8=Business

9=Other subject

Note: Question wording was customized in the survey instrument based on the response to A2 D22 about current teaching.

Administered To: First follow-up respondents in base-year schools with at least one year of middle school or high school teaching experience.

Code	Value Label	Frequency	Percentage
1	English	3,074	13.13
2	Math	2,226	9.51
3	History or social science	4,671	19.95
4	Natural or physical sciences	2,143	9.15
5	Foreign languages	438	1.87
6	Physical education	1,364	5.83
7	Career, technical or vocational education	655	2.80
8	Business	784	3.35
9	Other subject	2,124	9.07
-4	Item not administered: abbreviated interview	476	2.03
-6	Component not applicable	1,353	5.78
-7	Item legitimate skip/NA	3,128	13.36
-8	Unit non-response	894	3.82
-9	Missing	85	0.36
TOTALS		23,415	100.00

Variable Name: A2TCHSUBJO

Record #1, Position: 9471 - 9670, Format: A200

Variable Label: A2 D24B Other subject taught

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the main subject that you [teach/taught]?

Please specify

Note: Question wording was customized in the survey instrument based on the response to A2 D22 about current teaching.



Administered To: First follow-up respondents in base-year schools with at least one year of middle school or high school teaching experience.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1FTCNLSL

Record #1, Position: 9671 - 9672, Format: N2.

Variable Label: C1 A01A Number of full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1PTCNLSL

Record #1, Position: 9673 - 9674, Format: N2.

Variable Label: C1 A01B Number of part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1FTCERTCNLSL

Record #1, Position: 9675 - 9676, Format: N2.

Variable Label: C1 A02A Number of certified full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

certified full-time high school counselor(s)

certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1PTCERTCNLSL

Record #1, Position: 9677 - 9678, Format: N2.

Variable Label: C1 A02B Number of certified part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

certified full-time high school counselor(s)

certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1CASELOAD

Record #1, Position: 9679 - 9681, Format: N3.

Variable Label: C1 A03 Average caseload for school's counselors

Variable Description:

- On average, what is the caseload for a counselor in this school?  
students per counselor

Code	Value Label	Frequency	Percentage
C	2 - 999	21,234	90.69
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1ASSIGNMENT

Record #1, Position: 9682 - 9683, Format: N2.

Variable Label: C1 A04 How counselors are assigned to students

Variable Description:

- Which of the following best describes how counselors are assigned to students at this school?

Would you say counselors are assigned...

to all students at this school

to a specific grade level such as a 9th grade counselor

to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2013

to a group of students whose last names fall within a slice of the alphabet such as all students with last names from 'A to D'

to small learning communities such as schools-within-a-school, pods, and houses or

in another way?

Code	Value Label	Frequency	Percentage
1	Assigned to all students at school	4,469	19.09
2	Assigned to a specific grade level	3,855	16.46
3	Assigned to incoming 9th grade class	1,713	7.32
4	Assigned to subset based on last name	9,163	39.13
5	Assigned to specific in-schl community	830	3.54
6	In another way?	1,177	5.03
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	27	0.12
TOTALS		23,415	100.00

Variable Name: C1HRSSCHED

Record #1, Position: 9684 - 9685, Format: N2.

Variable Label: C1 A05A % hours counseling staff spent on high school course choice/scheduling

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

5% or less

6%-10%  
 11%-20%  
 21%-50%  
 More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	1,194	5.10
2	6%-10%	3,000	12.81
3	11%-20%	6,093	26.02
4	21%-50%	8,646	36.93
5	More than 50%	1,983	8.47
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	318	1.36
TOTALS		23,415	100.00

Variable Name: C1HRSCOLLEGE

Record #1, Position: 9686 - 9687, Format: N2.

Variable Label: C1 A05B % hours counseling staff spent on college readiness/selection/apply

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Assisting students with college readiness, selection, and applications

5% or less  
 6%-10%  
 11%-20%  
 21%-50%  
 More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	484	2.07
2	6%-10%	3,389	14.47
3	11%-20%	7,094	30.30
4	21%-50%	7,867	33.60
5	More than 50%	2,132	9.11
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	268	1.14
TOTALS		23,415	100.00

Variable Name: C1HRSCAREER

Record #1, Position: 9688 - 9689, Format: N2.

Variable Label: C1 A05C % hours counseling staff spent on occupational choice/career planning

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Occupational choice and career planning

5% or less  
 6%-10%  
 11%-20%  
 21%-50%  
 More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	4,271	18.24
2	6%-10%	7,404	31.62
3	11%-20%	6,557	28.00

4	21%-50%	2,355	10.06
5	More than 50%	292	1.25
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	355	1.52
TOTALS		23,415	100.00

Variable Name: C1HRSDEVELOP

Record #1, Position: 9690 - 9691, Format: N2.

Variable Label: C1 A05D % hours counseling staff spent on personal/academic/career development

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Personal, social, academic and career development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	1,455	6.21
2	6%-10%	4,917	21.00
3	11%-20%	7,547	32.23
4	21%-50%	5,213	22.26
5	More than 50%	1,674	7.15
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	428	1.83
TOTALS		23,415	100.00

Variable Name: C1HRSJOBKLL

Record #1, Position: 9692 - 9693, Format: N2.

Variable Label: C1 A05E % hours counseling staff spent on job placement/job skill development

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Job placement and employability skill development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	13,607	58.11
2	6%-10%	4,740	20.24
3	11%-20%	1,936	8.27
4	More than 20%	354	1.51
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	597	2.55
TOTALS		23,415	100.00

Variable Name: C1HRSPROBLEM

Record #1, Position: 9694 - 9695, Format: N2.

Variable Label: C1 A05F % hours counseling staff spent on school/personal problems

## Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Students' attendance, discipline, and other school and personal problems

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	4,240	18.11
2	6%-10%	5,660	24.17
3	11%-20%	6,092	26.02
4	21%-50%	3,976	16.98
5	More than 50%	800	3.42
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	466	1.99
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C1HRSTESTING

Record #1, Position: 9696 - 9697, Format: N2.

Variable Label: C1 A05G % hours counseling staff spent on academic testing

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic testing

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	6,334	27.05
2	6%-10%	5,756	24.58
3	11%-20%	5,056	21.59
4	21%-50%	2,719	11.61
5	More than 50%	658	2.81
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	711	3.04
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C1HRSNONCNSL

Record #1, Position: 9698 - 9699, Format: N2.

Variable Label: C1 A05H % hours counseling staff spent on non-counseling activities

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	16,137	68.92
2	6%-10%	2,874	12.27
3	11%-20%	1,266	5.41
4	More than 20%	436	1.86
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	521	2.23
TOTALS		23,415	100.00

Variable Name: C1HRSOTHCONSL

Record #1, Position: 9700 - 9701, Format: N2.

Variable Label: C1 A05I % hours counseling staff spent on other counseling activities

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Other counseling activities

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	6,305	26.93
2	6%-10%	6,319	26.99
3	11%-20%	4,561	19.48
4	21%-50%	1,876	8.01
5	More than 50%	272	1.16
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	1,901	8.12
TOTALS		23,415	100.00

Variable Name: C1GOAL1

Record #1, Position: 9702 - 9703, Format: N2.

Variable Label: C1 A06 School counseling program's most emphasized goal

Variable Description:

- Which one of the following goals does your school's counseling program emphasize the most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Help students prep for work roles after HS	563	2.40
2	Help students w/ personal growth/developmnt	2,877	12.29
3	Help students prep for postsec schooling	11,148	47.61
4	Help students improve achievement in HS	6,598	28.18
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	48	0.20
TOTALS		23,415	100.00

Variable Name: C1GOAL2

Record #1, Position: 9704 - 9705, Format: N2.

Variable Label: C1 A07 School counseling program's second most emphasized goal

## Variable Description:

- Of the three goals remaining, which one does your school's counseling program emphasize most? Would you say...
- helping students plan and prepare for their work roles after high school
- helping students with personal growth and development
- helping students plan and prepare for postsecondary schooling
- helping students improve their achievement in high school

Note: Response options were customized such that the three goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	1,842	7.87
2	Help students w/ personal growth/developmnt	4,467	19.08
3	Help students prep for postsec schooling	5,914	25.26
4	Help students improve achievement in HS	8,917	38.08
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C1GOAL3

Record #1, Position: 9706 - 9707, Format: N2.

Variable Label: C1 A08 School counseling program's third most emphasized goal

## Variable Description:

- Of the two goals remaining, which one does your school's counseling program emphasize more? Would you say...
- helping students plan and prepare for their work roles after high school
- helping students with personal growth and development
- helping students plan and prepare for postsecondary schooling
- helping students improve their achievement in high school

Note: Response options were customized such that the two goals not previously selected by the respondent were the only options displayed in this question.

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	4,280	18.28
2	Help students w/ personal growth/developmnt	9,031	38.57
3	Help students prep for postsec schooling	3,407	14.55
4	Help students improve achievement in HS	4,339	18.53
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1DISCIPLINE

Record #1, Position: 9708 - 9709, Format: N2.

Variable Label: C1 A09 Who (besides teacher) primarily deals with discipline problems

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Besides teachers, who on the school's staff has primary responsibility for dealing with students with serious discipline problems?
- Counseling staff
- School principal
- Assistant principal
- Dean of students
- Someone else on the school's staff

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1G9LOWEST

Record #1, Position: 9710 - 9711, Format: N2.

Variable Label: C1 A10 Whether school includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] include 8th grade or is 9th grade the lowest grade?

[your school] includes 8th grade

[your school]'s lowest grade is 9th grade

Note: Question wording and response options were customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1TRANSCNSL

Record #1, Position: 9712 - 9713, Format: N2.

Variable Label: C1 A11A MS counselors meet with HS counselors to assist with student transition

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	7,805	33.33
1	Yes	11,051	47.20
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANSCRS

Record #1, Position: 9714 - 9715, Format: N2.

Variable Label: C1 A11B HS counselors meet with 8th graders to select 9th grade courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
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0	No	8,714	37.22
1	Yes	10,142	43.31
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANPRNT

Record #1, Position: 9716 - 9717, Format: N2.

Variable Label: C1 A11C HS counselors present HS course/registration information to MS parents

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	3,673	15.69
1	Yes	15,183	64.84
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANPLCY

Record #1, Position: 9718 - 9719, Format: N2.

Variable Label: C1 A11D HS counselors use placement policy to place students in grade 9 courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	9,010	38.48
1	Yes	9,846	42.05
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31

-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANPRES

Record #1, Position: 9720 - 9721, Format: N2.

Variable Label: C1 A11E HS counselors present HS course/registration information to MS students

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	3,737	15.96
1	Yes	15,119	64.57
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANCOTH

Record #1, Position: 9722 - 9723, Format: N2.

Variable Label: C1 A11F HS counselors assist students with transition from MS to HS in other way

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	13,800	58.94
1	Yes	5,056	21.59
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANNOT

Record #1, Position: 9724 - 9725, Format: N2.

Variable Label: C1 A11G HS counselors do not assist students with transition from MS to HS

## Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	18,508	79.04
1	Yes	348	1.49
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C1TRANSTUDPR

Record #1, Position: 9726 - 9727, Format: N2.

Variable Label: C1 A12A HS students present information at MS to assist with student transition

## Variable Description:

- In what other ways does your school assist students in the transition from middle school to [your school]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	9,739	41.59
1	Yes	9,166	39.15
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANSTFFPR

Record #1, Position: 9728 - 9729, Format: N2.

Variable Label: C1 A12B HS staff present information at MS to assist with student transition

## Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	7,263	31.02
1	Yes	11,642	49.72
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANVISIT

Record #1, Position: 9730 - 9731, Format: N2.

Variable Label: C1 A12C Before school year MS students are invited to HS social event

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	6,300	26.91
1	Yes	12,605	53.83
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANCLASS

Record #1, Position: 9732 - 9733, Format: N2.

Variable Label: C1 A12D MS students attend regular classes at HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	16,679	71.23
1	Yes	2,226	9.51
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANADMIN

Record #1, Position: 9734 - 9735, Format: N2.

Variable Label: C1 A12E MS and HS administrators meet together on articulation and programs

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	10,346	44.19
1	Yes	8,559	36.55
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANTCHRS

Record #1, Position: 9736 - 9737, Format: N2.

Variable Label: C1 A12F MS and HS teachers meet together on courses and requirements

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	11,476	49.01
1	Yes	7,429	31.73
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANBUDDY

Record #1, Position: 9738 - 9739, Format: N2.

Variable Label: C1 A12G Buddy or big brother/sister programs pair new students with older ones

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way  
 No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	14,592	62.32
1	Yes	4,313	18.42
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANLRNCOM

Record #1, Position: 9740 - 9741, Format: N2.

Variable Label: C1 A12H 9th graders are placed in small learning communities/9th Grade Academies

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools  
 High school staff present information at the middle schools  
 Before the school year starts middle school students are invited to a social event organized by the high school  
 Middle school students attend regular classes at the high school  
 Middle school and high school administrators meet together on articulation and programs  
 Middle school and high school teachers meet together on courses and requirements  
 Buddy or big brother or big sister programs pair new students with older ones at entry  
 Ninth-graders are placed in small learning communities or 9th Grade Academies  
 Parents or guardians and/or students visit the high school during the summer before students enter high school  
 Parents or guardians visit high school for orientation in the fall after children have entered  
 Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,141	56.12
1	Yes	5,764	24.62
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANSUMMER

Record #1, Position: 9742 - 9743, Format: N2.

Variable Label: C1 A12I Parents/students visit the HS during summer before students enter HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,688	28.56
1	Yes	12,217	52.18
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANFALL

Record #1, Position: 9744 - 9745, Format: N2.

Variable Label: C1 A12J Parents visit HS for orientation in fall after children have entered

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	7,071	30.20
1	Yes	11,834	50.54
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANSOTH

Record #1, Position: 9746 - 9747, Format: N2.

Variable Label: C1 A12K School assists with transition from MS to HS in some other way

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	13,154	56.18
1	Yes	5,751	24.56
-7	Item legitimate skip/NA	2,329	9.95
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1TRANNONE

Record #1, Position: 9748 - 9749, Format: N2.

Variable Label: C1 A12L School offers no assistance to students transitioning from MS to HS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1PLAN

Record #1, Position: 9750 - 9751, Format: N2.

Variable Label: C1 A13 Students are required to have a career or education plan

Variable Description:

- Are students in your high school required to have a career or education plan?

Yes, a combined career and education plan

Yes, a career plan only

Yes, an education plan only

Neither a career plan nor an education plan

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes, a combined career/education plan	11,711	50.01
2	Yes, a career plan only	306	1.31
3	Yes, an education plan only	4,936	21.08
4	Neither a career plan nor education plan	4,262	18.20
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	19	0.08
TOTALS		23,415	100.00

Variable Name: C1PLANPARENT

Record #1, Position: 9752 - 9753, Format: N2.

Variable Label: C1 A14 School shares students' career/education plans with their parents

Variable Description:

- Does your school share students' [career and education/education/career] plans with their parents or guardians?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,908	8.15
1	Yes	14,976	63.96
-7	Item legitimate skip/NA	4,262	18.20
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	88	0.38
TOTALS		23,415	100.00

Variable Name: C1SIGNOFF

Record #1, Position: 9754 - 9755, Format: N2.

Variable Label: C1 A15 School requires parents to sign off on students' career/education plans

Variable Description:

- Are parents or guardians required to sign off on students' [career and education/education/career] plans?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,407	31.63
1	Yes	7,472	31.91
-7	Item legitimate skip/NA	6,170	26.35

-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	185	0.79
TOTALS		23,415	100.00

Variable Name: C1TECHSUPPRT

Record #1, Position: 9756 - 9757, Format: N2.

Variable Label: C1 B16A School supports students with technology/software to support curriculum

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	2,274	9.71
1	Yes	18,927	80.83
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: C1STAFFENRCH

Record #1, Position: 9758 - 9759, Format: N2.

Variable Label: C1 B16B School staff work with teachers to provide enrichment to students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1GIFTED

Record #1, Position: 9760 - 9761, Format: N2.

Variable Label: C1 B16C Gifted students receive pull-out instruction during regular school day

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

- Technology and software to support curriculum
- School staff work with classroom teachers to provide enrichment to students
- Gifted students receive pull-out instruction during the regular school day
- Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams
- Advanced Placement, college or university courses
- Scholarships for students to attend special events, programs, or classes
- Summer activities or programs
- Your school supports high school students in other ways
- There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	18,438	78.74
1	Yes	2,763	11.80
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: C1ENRICHMENT

Record #1, Position: 9762 - 9763, Format: N2.

Variable Label: C1 B16D School supports high school students with enrichment experiences

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

- Technology and software to support curriculum
- School staff work with classroom teachers to provide enrichment to students
- Gifted students receive pull-out instruction during the regular school day
- Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams
- Advanced Placement, college or university courses
- Scholarships for students to attend special events, programs, or classes
- Summer activities or programs
- Your school supports high school students in other ways
- There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1APCOURSE

Record #1, Position: 9764 - 9765, Format: N2.

Variable Label: C1 B16E School supports high school students with AP/college/university courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

- Technology and software to support curriculum
- School staff work with classroom teachers to provide enrichment to students
- Gifted students receive pull-out instruction during the regular school day
- Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams
- Advanced Placement, college or university courses
- Scholarships for students to attend special events, programs, or classes
- Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1SCHOLARSH

Record #1, Position: 9766 - 9767, Format: N2.

Variable Label: C1 B16F School supports HS students with scholarships for events/programs/class

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	10,912	46.60
1	Yes	10,289	43.94
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: C1SUMMER

Record #1, Position: 9768 - 9769, Format: N2.

Variable Label: C1 B16G School supports high school students with summer activities or programs

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	8,790	37.54
1	Yes	12,411	53.00
-8	Unit non-response/component not applicable	2,181	9.31

-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: C1OTHSSUPPORT

Record #1, Position: 9770 - 9771, Format: N2.

Variable Label: C1 B16H School supports high school students in other ways

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	9,042	38.62
1	Yes	12,159	51.93
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	33	0.14
TOTALS		23,415	100.00

Variable Name: C1NOSUPPORT

Record #1, Position: 9772 - 9773, Format: N2.

Variable Label: C1 B16I School has no programs to support high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1GETAHEAD

Record #1, Position: 9774 - 9775, Format: N2.

Variable Label: C1 B17 School offers summer enrichment courses that allow students to get ahead

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school offer summer school enrichment courses that allow students to get ahead academically? One example would be a geometry course that would allow students taking algebra in the 9th grade to take calculus in the 12th grade.

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1STRUGGLE

Record #1, Position: 9776 - 9777, Format: N2.

Variable Label: C1 B18A School offers summer enrichment courses to struggling students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1AVERAGE

Record #1, Position: 9778 - 9779, Format: N2.

Variable Label: C1 B18B School offers summer enrichment courses to average students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1HIGH

Record #1, Position: 9780 - 9781, Format: N2.

Variable Label: C1 B18C School offers summer enrichment courses to high achieving students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1TUTOR

Record #1, Position: 9782 - 9783, Format: N2.

Variable Label: C1 B19A Tutoring during school day is available for students needing extra help

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

- Tutoring during the regular school day
- School staff work with classroom teachers to provide extra assistance
- Pull-out instruction during the regular school day
- Off-track, day, evening, or summer high school credit recovery program
- Homework assistance program
- Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs
- Your school takes other steps to assist struggling high school students
- Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1STAFF

Record #1, Position: 9784 - 9785, Format: N2.

Variable Label: C1 B19B Staff work with teachers to provide extra help for students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

- Tutoring during the regular school day
- School staff work with classroom teachers to provide extra assistance
- Pull-out instruction during the regular school day
- Off-track, day, evening, or summer high school credit recovery program
- Homework assistance program
- Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs
- Your school takes other steps to assist struggling high school students
- Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	6,791	29.00
1	Yes	14,443	61.68
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1PULLOUT

Record #1, Position: 9786 - 9787, Format: N2.

Variable Label: C1 B19C Pull-out instruction during school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

- Tutoring during the regular school day
- School staff work with classroom teachers to provide extra assistance
- Pull-out instruction during the regular school day
- Off-track, day, evening, or summer high school credit recovery program
- Homework assistance program
- Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs
- Your school takes other steps to assist struggling high school students
- Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	13,414	57.29
1	Yes	7,820	33.40
-8	Unit non-response/component not applicable	2,181	9.31

TOTALS		23,415	100.00
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Variable Name: C1CREDREC

Record #1, Position: 9788 - 9789, Format: N2.

Variable Label: C1 B19D Off-track/day/evening/summer school credit recovery program is available

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	5,910	25.24
1	Yes	15,324	65.45
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1HOMEWORK

Record #1, Position: 9790 - 9791, Format: N2.

Variable Label: C1 B19E Homework assistance program is available for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	11,529	49.24
1	Yes	9,705	41.45
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1OUTSIDE

Record #1, Position: 9792 - 9793, Format: N2.

Variable Label: C1 B19F Support outside the school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs



Your school takes other steps to assist struggling high school students  
 Your school does not have any programs for students who need extra assistance.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,035	12.96
1	Yes	18,199	77.72
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1OTHRASSIST

Record #1, Position: 9794 - 9795, Format: N2.

Variable Label: C1 B19G School takes other steps to assist struggling high school students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,321	48.35
1	Yes	9,913	42.34
-8	Unit non-response/component not applicable	2,181	9.31
TOTALS		23,415	100.00

Variable Name: C1NOASSIST

Record #1, Position: 9796 - 9797, Format: N2.

Variable Label: C1 B19H School doesn't have any programs for students who need extra assistance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1PURSUE

Record #1, Position: 9798 - 9799, Format: N2.

Variable Label: C1 B20A School has program to encourage underrepresented student in math/science

Variable Description:

- Does your school have any formal programs to...  
 encourage underrepresented students to pursue mathematics or science?

Yes  
No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,626	62.46
1	Yes	6,392	27.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	216	0.92
TOTALS		23,415	100.00

Variable Name: C1INFORM

Record #1, Position: 9800 - 9801, Format: N2.

Variable Label: C1 B20B School has program to inform parent about math/science higher ed/careers

Variable Description:

- Does your school have any formal programs to...

inform parents or guardians about mathematics or science higher education or career opportunities?

Yes  
No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,335	52.68
1	Yes	8,638	36.89
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	261	1.11
TOTALS		23,415	100.00

Variable Name: C1ENCCLG

Record #1, Position: 9802 - 9803, Format: N2.

Variable Label: C1 B20C School has program to encourage student not considering college to do so

Variable Description:

- Does your school have any formal programs to...

encourage students who might not be considering college to do so?

Yes  
No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,045	21.55
1	Yes	16,101	68.76
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	88	0.38
TOTALS		23,415	100.00

Variable Name: C1INDEPSTUDY

Record #1, Position: 9804 - 9805, Format: N2.

Variable Label: C1 B21A Courses not offered by school available through independent study

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1ONLINE

Record #1, Position: 9806 - 9807, Format: N2.

Variable Label: C1 B21B Courses not offered by school available on-line

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,511	19.27
1	Yes	16,665	71.17
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C1OTHERHS

Record #1, Position: 9808 - 9809, Format: N2.

Variable Label: C1 B21C Courses not offered by school available at other district high school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,523	66.30
1	Yes	5,653	24.14
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C1TECH

Record #1, Position: 9810 - 9811, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at career/technical school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study  
 On-line or distance learning courses  
 Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1COMCLG  
 Record #1, Position: 9812 - 9813, Format: N2.  
 Variable Label: C1 B21D Courses not offered by school available at community college  
 Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?  
 (Check all that apply.)

Independent study  
 On-line or distance learning courses  
 Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	4,998	21.35
1	Yes	16,178	69.09
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C14YRCLG  
 Record #1, Position: 9814 - 9815, Format: N2.  
 Variable Label: C1 B21E Courses not offered by school available at 4-year college  
 Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?  
 (Check all that apply.)

Independent study  
 On-line or distance learning courses  
 Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	10,026	42.82
1	Yes	11,150	47.62
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C1OTHERWAY

Record #1, Position: 9816 - 9817, Format: N2.

Variable Label: C1 B21F Courses not offered by school available in some other way

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	17,563	75.01
1	Yes	3,613	15.43
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C1NOWAY

Record #1, Position: 9818 - 9819, Format: N2.

Variable Label: C1 B21G School doesn't have any options for taking courses not offered by school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	20,357	86.94
1	Yes	819	3.50
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C1MCOMPTST

Record #1, Position: 9820 - 9821, Format: N2.

Variable Label: C1 B22 School requires a mathematics competency test

Variable Description:

- Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	6,324	27.01
1	Yes	14,910	63.68
-8	Unit non-response/component not applicable	2,181	9.31

TOTALS		23,415	100.00
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Variable Name: C1MRETAKE

Record #1, Position: 9822 - 9823, Format: N2.

Variable Label: C1 B23A If fails math competency test may/must retake the test

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Retaking the test

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MREMEDL

Record #1, Position: 9824 - 9825, Format: N2.

Variable Label: C1 B23B If fails math competency test may/must take remedial class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking remedial classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MREPEAT

Record #1, Position: 9826 - 9827, Format: N2.

Variable Label: C1 B23C If fails math competency test may/must repeat class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Repeating classes

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MTSTPREP

Record #1, Position: 9828 - 9829, Format: N2.

Variable Label: C1 B23D If fails math competency test may/must take test preparation class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking a test preparation class

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MTUTOR

Record #1, Position: 9830 - 9831, Format: N2.

Variable Label: C1 B23E If fails math competency test may/must receive tutoring

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Tutoring

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MINDPRG

Record #1, Position: 9832 - 9833, Format: N2.

Variable Label: C1 B23F If fails math competency test may/must have individualized program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Individualized academic program

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MSUMSCH

Record #1, Position: 9834 - 9835, Format: N2.

Variable Label: C1 B23G If fails math competency test may/must attend summer school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Summer school

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1MALTSCH

Record #1, Position: 9836 - 9837, Format: N2.

Variable Label: C1 B23H If fails math competency test may/must be referred to alternative school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Referral to an alternative or continuing education school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1DROPOUT

Record #1, Position: 9838 - 9839, Format: N2.

Variable Label: C1 B24 School has a formal dropout prevention program for high school students

Variable Description:

- Does your school have a formal dropout prevention program for students in high school?

This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

Yes

No

Code	Value Label	Frequency	Percentage
0	No	11,627	49.66
1	Yes	9,448	40.35
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	159	0.68
TOTALS		23,415	100.00

Variable Name: C1ABSENTEE

Record #1, Position: 9840 - 9841, Format: N2.

Variable Label: C1 B25A Recommended for dropout prevention program based on absentee record

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	1,625	6.94
1	Yes	7,805	33.33
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1POORGRADES

Record #1, Position: 9842 - 9843, Format: N2.

Variable Label: C1 B25B Recommended for dropout prevention program based on poor/failing grades

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?



(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	624	2.66
1	Yes	8,806	37.61
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1BEHIND

Record #1, Position: 9844 - 9845, Format: N2.

Variable Label: C1 B25C Recommended for dropout prevention program if behind on credits

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,026	4.38
1	Yes	8,404	35.89
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1TCHREFER

Record #1, Position: 9846 - 9847, Format: N2.

Variable Label: C1 B25D Recommended for dropout prevention program based on teacher's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,773	11.84
1	Yes	6,657	28.43
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1CNSLREFER

Record #1, Position: 9848 - 9849, Format: N2.

Variable Label: C1 B25E Recommended for dropout prevention program based on counselor's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,300	5.55
1	Yes	8,130	34.72
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1PRNTREFER

Record #1, Position: 9850 - 9851, Format: N2.

Variable Label: C1 B25F Recommended for dropout prevention program based on parental request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,175	9.29
1	Yes	7,255	30.98
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76

TOTALS		23,415	100.00
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Variable Name: C1STUDREQ

Record #1, Position: 9852 - 9853, Format: N2.

Variable Label: C1 B25G Recommended for dropout prevention program based on student request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

Code	Value Label	Frequency	Percentage
0	No	3,338	14.26
1	Yes	6,092	26.02
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1DISCPROB

Record #1, Position: 9854 - 9855, Format: N2.

Variable Label: C1 B25H Recommended for dropout prevention program based on disciplinary problem

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

Code	Value Label	Frequency	Percentage
0	No	2,616	11.17
1	Yes	6,814	29.10
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1DOPREVOTHR

Record #1, Position: 9856 - 9857, Format: N2.

Variable Label: C1 B25I Recommended for dropout prevention program based on another basis

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,905	33.76
1	Yes	1,525	6.51
-7	Item legitimate skip/NA	11,627	49.66
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	177	0.76
TOTALS		23,415	100.00

Variable Name: C1GEDPREP

Record #1, Position: 9858 - 9859, Format: N2.

Variable Label: C1 B26 School has formal GED test preparation program on-site

Variable Description:

- Does your school have a formal program onsite that prepares students for the General Education Development (GED) Test?  
 Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,900	80.72
1	Yes	2,123	9.07
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	211	0.90
TOTALS		23,415	100.00

Variable Name: C1CLGPREP

Record #1, Position: 9860 - 9861, Format: N2.

Variable Label: C1 B27A School has counselor designated for college readiness/selection/apply

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...  
 assisting students with college readiness, selection, and applications?  
 Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,057	34.41
1	Yes	13,055	55.75
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	122	0.52
TOTALS		23,415	100.00

Variable Name: C1WORKFORCE

Record #1, Position: 9862 - 9863, Format: N2.

Variable Label: C1 B27B School has counselor designated for workforce preparation/placement

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...  
 assisting students with preparation for and placement into the workforce?  
 Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,453	66.00
1	Yes	5,603	23.93
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	178	0.76
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C1CLGFAIR

Record #1, Position: 9864 - 9865, Format: N2.

Variable Label: C1 B28A School holds or participates in college fairs

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,609	6.87
1	Yes	19,535	83.43
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C1POSTSECREQ

Record #1, Position: 9866 - 9867, Format: N2.

Variable Label: C1 B28B School consults with postsecondary reps about requirement/qualifications

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	809	3.46
1	Yes	20,335	86.85
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38

TOTALS		23,415	100.00
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Variable Name: C1VISITCLG

Record #1, Position: 9868 - 9869, Format: N2.

Variable Label: C1 B28C School organizes student visits to colleges

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	7,111	30.37
1	Yes	14,033	59.93
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38
TOTALS		23,415	100.00

Variable Name: C1UPBOUND

Record #1, Position: 9870 - 9871, Format: N2.

Variable Label: C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1INFOSESSN

Record #1, Position: 9872 - 9873, Format: N2.

Variable Label: C1 B28E School holds info session on transition to college for students/parents

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	998	4.26
1	Yes	20,146	86.04
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38
TOTALS		23,415	100.00

Variable Name: C1FINANCEAID

Record #1, Position: 9874 - 9875, Format: N2.

Variable Label: C1 B28F School assists students with finding financial aid for college

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,104	4.71
1	Yes	20,040	85.59
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38
TOTALS		23,415	100.00

Variable Name: C1DUALENROLL

Record #1, Position: 9876 - 9877, Format: N2.

Variable Label: C1 B28G School provides opportunities for dual/concurrent enrollment

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1BEHAVIOR

Record #1, Position: 9878 - 9879, Format: N2.

Variable Label: C1 B28H School offers counseling curriculum for positive academic behaviors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1ASSISTOTH

Record #1, Position: 9880 - 9881, Format: N2.

Variable Label: C1 B28I School takes other steps to assist with HS to college transition

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,161	56.21
1	Yes	7,983	34.09
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	90	0.38
TOTALS		23,415	100.00

Variable Name: C1NOSTEPS

Record #1, Position: 9882 - 9883, Format: N2.

Variable Label: C1 B28J School does not take any steps to assist with HS to college transition

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?



(Check all that apply.)

- Holds or participates in college fairs
- Consults with postsecondary school representatives about requirements and qualifications sought
- Organizes student visits to colleges
- Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA
- Holds information sessions for students and parents or guardians
- Assists students with finding financial aid for college
- Provides opportunities to participate in concurrent or dual enrollment
- Offers a counseling curriculum that leads to positive academic behaviors
- Your school takes other steps
- Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1CTE

Record #1, Position: 9884 - 9885, Format: N2.

Variable Label: C1 B29 CTE or vocational-technical program offered

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is career technical education offered in your district on-site or off-site such as at an area vocational-technical school?
- On-site only
- Off-site only
- On-site and off-site
- Neither on-site nor off-site

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1CLUSTER

Record #1, Position: 9886 - 9887, Format: N2.

Variable Label: C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered

Variable Description:

- Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in [your school]?
- Yes
- No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	6,007	25.65
1	Yes	11,912	50.87
-7	Item legitimate skip/NA	3,061	13.07
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	254	1.08
TOTALS		23,415	100.00

Variable Name: C1INDVCRS

Record #1, Position: 9888 - 9889, Format: N2.

Variable Label: C1 B31 Student not enrolled in Career Clusters etc. may take course in program

Variable Description:

- Can high school students who are not enrolled in Career Clusters, Pathways, or Programs of Study (POS) take individual courses in these programs?
- Yes
- No

Code	Value Label	Frequency	Percentage
0	No	1,150	4.91
1	Yes	10,582	45.19
-7	Item legitimate skip/NA	9,068	38.73
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	434	1.85
TOTALS		23,415	100.00

Variable Name: C1INTERN

Record #1, Position: 9890 - 9891, Format: N2.

Variable Label: C1 B32A School offers internships with local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10,959	46.80
1	Yes	10,084	43.07
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBFAIR

Record #1, Position: 9892 - 9893, Format: N2.

Variable Label: C1 B32B School offers job fairs

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,492	61.89
1	Yes	6,551	27.98
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBGUIDE

Record #1, Position: 9894 - 9895, Format: N2.

Variable Label: C1 B32C School offers career guides or skills assessments

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	13,750	58.72
1	Yes	7,293	31.15
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1EMPLOYER

Record #1, Position: 9896 - 9897, Format: N2.

Variable Label: C1 B32D School offers school/classroom presentations by local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	9,245	39.48
1	Yes	11,798	50.39
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1AWARENESS

Record #1, Position: 9898 - 9899, Format: N2.

Variable Label: C1 B32E School offers career awareness activities

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	7,853	33.54
1	Yes	13,190	56.33
-8	Unit non-response/component not applicable	2,181	9.31

-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1DECISION

Record #1, Position: 9900 - 9901, Format: N2.

Variable Label: C1 B32F School offers courses in career decision making

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1CAREERUNIT

Record #1, Position: 9902 - 9903, Format: N2.

Variable Label: C1 B32G School offers career information units in subject-matter courses

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,879	50.73
1	Yes	9,164	39.14
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1WORKSTUDY

Record #1, Position: 9904 - 9905, Format: N2.

Variable Label: C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,218	43.64
1	Yes	10,825	46.23
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1CAREERDAY

Record #1, Position: 9906 - 9907, Format: N2.

Variable Label: C1 B32I School offers career days or nights

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,758	50.22
1	Yes	9,285	39.65
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1ASSEMBLIES

Record #1, Position: 9908 - 9909, Format: N2.

Variable Label: C1 B32J School offers vocational oriented assemblies and speakers in classes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,160	47.66
1	Yes	9,883	42.21
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1VOCTECH

Record #1, Position: 9910 - 9911, Format: N2.

Variable Label: C1 B32K School offers vocational-technical courses not part of formal program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1JOBVISIT

Record #1, Position: 9912 - 9913, Format: N2.

Variable Label: C1 B32L School offers job site visits/field trips

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	11,432	48.82
1	Yes	9,611	41.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBShadow

Record #1, Position: 9914 - 9915, Format: N2.



Variable Label: C1 B32M School offers job shadowing

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

- Internships with local employers
- Job fairs
- Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute
- School or classroom presentations by local employers
- Career awareness activities
- School courses in career decision making
- Career information units in subject-matter courses
- Exploratory work experience programs such as co-op, workstudy, or EBCE
- Career days or nights
- Vocational oriented assemblies and speakers in classes
- Vocational-technical courses that are not part of a formal program
- Job site visits or field trips
- Job shadowing such as extended observations of a worker
- Simulations such as Singer or SRA Job experience kits
- Tests for career planning purposes such as interest inventories or vocational aptitude tests
- Training in job seeking skills
- Use of computerized career information resources
- Use of non-computerized career information resources
- The school assists students in other ways
- There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	10,753	45.92
1	Yes	10,290	43.95
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBSIM

Record #1, Position: 9916 - 9917, Format: N2.

Variable Label: C1 B32N School offers simulations such as Singer or SRA Job experience kits

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

- Internships with local employers
- Job fairs
- Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute
- School or classroom presentations by local employers
- Career awareness activities
- School courses in career decision making
- Career information units in subject-matter courses
- Exploratory work experience programs such as co-op, workstudy, or EBCE
- Career days or nights
- Vocational oriented assemblies and speakers in classes
- Vocational-technical courses that are not part of a formal program
- Job site visits or field trips
- Job shadowing such as extended observations of a worker
- Simulations such as Singer or SRA Job experience kits
- Tests for career planning purposes such as interest inventories or vocational aptitude tests
- Training in job seeking skills
- Use of computerized career information resources
- Use of non-computerized career information resources
- The school assists students in other ways
- There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1JOBTEST

Record #1, Position: 9918 - 9919, Format: N2.

Variable Label: C1 B32O School offers tests for career planning purposes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,901	25.20
1	Yes	15,142	64.67
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBSKILLS

Record #1, Position: 9920 - 9921, Format: N2.

Variable Label: C1 B32P School offers training in job seeking skills

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1JOBINFOCMP

Record #1, Position: 9922 - 9923, Format: N2.

Variable Label: C1 B32Q School offers computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights

Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	4,756	20.31
1	Yes	16,287	69.56
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1JOBINFONON

Record #1, Position: 9924 - 9925, Format: N2.

Variable Label: C1 B32R School offers non-computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights

Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	12,688	54.19
1	Yes	8,355	35.68
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1HSTOWRKOTH

Record #1, Position: 9926 - 9927, Format: N2.

Variable Label: C1 B32S School assists students with transition from HS to work in other ways

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	15,284	65.27
1	Yes	5,759	24.60
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1HSTOWORKNO

Record #1, Position: 9928 - 9929, Format: N2.

Variable Label: C1 B32T School doesn't assist students with transition from high school to work

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	20,532	87.69
1	Yes	511	2.18
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	191	0.82
TOTALS		23,415	100.00

Variable Name: C1G9MSAME

Record #1, Position: 9930 - 9931, Format: N2.

Variable Label: C1 C01 All 9th graders are placed in the same math course

Variable Description:

- Are all 9th grade students in your school placed in the same mathematics course while in the 9th grade?

If all 9th grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer 'yes.'

Yes  
 No

Code	Value Label	Frequency	Percentage
0	No	17,148	73.24
1	Yes	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C1G9MMSCNSL

Record #1, Position: 9932 - 9933, Format: N2.

Variable Label: C1 C02A Importance of MS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school counselor recommendation

Not at all important  
 A little important  
 Somewhat important  
 Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2,897	12.37

2	A little important	3,480	14.86
3	Somewhat important	5,963	25.47
4	Very important	4,053	17.31
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	849	3.63
TOTALS		23,415	100.00

Variable Name: C1G9MHSCNSL

Record #1, Position: 9934 - 9935, Format: N2.

Variable Label: C1 C02B Importance of HS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3,725	15.91
2	A little important	3,882	16.58
3	Somewhat important	5,534	23.63
4	Very important	3,138	13.40
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	963	4.11
TOTALS		23,415	100.00

Variable Name: C1G9MMSTCHR

Record #1, Position: 9936 - 9937, Format: N2.

Variable Label: C1 C02C Importance of MS teacher recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	634	2.71
2	A little important	1,422	6.07
3	Somewhat important	4,404	18.81
4	Very important	10,366	44.27
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	416	1.78
TOTALS		23,415	100.00

Variable Name: C1G9MMSCOURS

Record #1, Position: 9938 - 9939, Format: N2.

Variable Label: C1 C02D Importance of courses taken in MS for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all important or a little important	844	3.60
3	Somewhat important	3,647	15.58
4	Very important	12,467	53.24
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	284	1.21
TOTALS		23,415	100.00

Variable Name: C1G9MMSACHV

Record #1, Position: 9940 - 9941, Format: N2.

Variable Label: C1 C02E Importance of achievement in MS courses for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all important or a little important	788	3.37
3	Somewhat important	3,294	14.07
4	Very important	12,726	54.35
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	434	1.85
TOTALS		23,415	100.00

Variable Name: C1G9MENDTST

Record #1, Position: 9942 - 9943, Format: N2.

Variable Label: C1 C02F Importance of end-of-year/course test for 9th grade math placement

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,730	11.66
2	A little important	2,108	9.00
3	Somewhat important	4,776	20.40
4	Very important	6,771	28.92
-7	Item legitimate skip/NA	3,992	17.05

-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	857	3.66
TOTALS		23,415	100.00

Variable Name: C1G9MPLACTST

Record #1, Position: 9944 - 9945, Format: N2.

Variable Label: C1 C02G Importance of placement tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2,479	10.59
2	A little important	1,538	6.57
3	Somewhat important	4,303	18.38
4	Very important	7,974	34.06
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	948	4.05
TOTALS		23,415	100.00

Variable Name: C1G9MSTNDTST

Record #1, Position: 9946 - 9947, Format: N2.

Variable Label: C1 C02H Importance of standardized tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	1,182	5.05
2	A little important	1,715	7.32
3	Somewhat important	5,404	23.08
4	Very important	8,556	36.54
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	385	1.64
TOTALS		23,415	100.00

Variable Name: C1G9MPLAN

Record #1, Position: 9948 - 9949, Format: N2.

Variable Label: C1 C02I Importance of career/education plan for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student career or education plan

Not at all important

A little important

Somewhat important



Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	3,974	16.97
2	A little important	3,828	16.35
3	Somewhat important	5,843	24.95
4	Very important	2,592	11.07
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	1,005	4.29
TOTALS		23,415	100.00

Variable Name: C1G9MSELECT

Record #1, Position: 9950 - 9951, Format: N2.

Variable Label: C1 C02J Importance of student/parent choice for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	824	3.52
2	A little important	3,048	13.02
3	Somewhat important	7,268	31.04
4	Very important	5,627	24.03
-7	Item legitimate skip/NA	3,992	17.05
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	475	2.03
TOTALS		23,415	100.00

Variable Name: C1UPPERMSAME

Record #1, Position: 9952 - 9953, Format: N2.

Variable Label: C1 C03 After grade 9 all students in same grade placed in same math course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same mathematics course?

If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer 'yes.'

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	18,709	79.90
1	Yes	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C1UPMGRADES

Record #1, Position: 9954 - 9955, Format: N2.

Variable Label: C1 C04A Importance of prior grades for 10th to 12th grade math placement

Comment: "Not at all important" and "A little important" recoded as "Not at all important, a little important, or somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
3	Not at all important, a little important, or somewhat important	2,654	11.33
4	Very important	15,974	68.22
-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	175	0.75
TOTALS		23,415	100.00

Variable Name: C1UPMPLACTST

Record #1, Position: 9956 - 9957, Format: N2.

Variable Label: C1 C04B Importance of placement tests for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	3,544	15.14
2	A little important	2,604	11.12
3	Somewhat important	6,081	25.97
4	Very important	5,504	23.51
-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	1,070	4.57
TOTALS		23,415	100.00

Variable Name: C1UPMTCHR

Record #1, Position: 9958 - 9959, Format: N2.

Variable Label: C1 C04C Importance of teacher's recommendation for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	339	1.45
2	A little important	957	4.09
3	Somewhat important	4,977	21.26
4	Very important	12,184	52.04

-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	346	1.48
TOTALS		23,415	100.00

Variable Name: C1UPMSELECT

Record #1, Position: 9960 - 9961, Format: N2.

Variable Label: C1 C04D Importance of student/parent choice for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	530	2.26
2	A little important	2,620	11.19
3	Somewhat important	8,263	35.29
4	Very important	6,956	29.71
-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	434	1.85
TOTALS		23,415	100.00

Variable Name: C1UPMPLAN

Record #1, Position: 9962 - 9963, Format: N2.

Variable Label: C1 C04E Importance of career/education plan for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,082	8.89
2	A little important	2,683	11.46
3	Somewhat important	8,018	34.24
4	Very important	5,292	22.60
-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	728	3.11
TOTALS		23,415	100.00

Variable Name: C1UPMSCHED

Record #1, Position: 9964 - 9965, Format: N2.

Variable Label: C1 C04F Importance of master schedule for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Master schedule considerations

Not at all important

A little important

Somewhat important  
Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	6,287	26.85
2	A little important	4,782	20.42
3	Somewhat important	4,891	20.89
4	Very important	1,905	8.14
-7	Item legitimate skip/NA	2,431	10.38
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	938	4.01
TOTALS		23,415	100.00

Variable Name: C1G9SSAME

Record #1, Position: 9966 - 9967, Format: N2.

Variable Label: C1 C05 All 9th graders are placed in the same science course

Variable Description:

- Are all 9th grade students in your school placed in the same science course while in the 9th grade?

If all 9th grade students are placed in the same science course (such as Biology I or Earth Science), but with different teachers or different class periods, please answer 'yes.'

Yes  
No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,193	47.80
1	Yes	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C1G9SMSCNSL

Record #1, Position: 9968 - 9969, Format: N2.

Variable Label: C1 C06A Importance of MS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school counselor recommendation

Not at all important  
A little important  
Somewhat important  
Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,068	8.83
2	A little important	2,514	10.74
3	Somewhat important	3,904	16.67
4	Very important	2,285	9.76
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	516	2.20
TOTALS		23,415	100.00

Variable Name: C1G9SHSCNSL

Record #1, Position: 9970 - 9971, Format: N2.

Variable Label: C1 C06B Importance of HS counselor recommendation for grade 9 science placement

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,626	11.22
2	A little important	2,603	11.12
3	Somewhat important	3,330	14.22
4	Very important	1,906	8.14
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	822	3.51
TOTALS		23,415	100.00

Variable Name: C1G9SMSTCHR

Record #1, Position: 9972 - 9973, Format: N2.

Variable Label: C1 C06C Importance of MS teacher recommendation for 9th grade science placement

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	760	3.25
2	A little important	1,231	5.26
3	Somewhat important	3,245	13.86
4	Very important	5,679	24.25
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	372	1.59
TOTALS		23,415	100.00

Variable Name: C1G9SMSCOURS

Record #1, Position: 9974 - 9975, Format: N2.

Variable Label: C1 C06D Importance of courses taken in MS for 9th grade science placement

## Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	1,163	4.97
2	A little important	1,028	4.39
3	Somewhat important	3,149	13.45

4	Very important	5,674	24.23
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	273	1.17
TOTALS		23,415	100.00

Variable Name: C1G9SMSACHV

Record #1, Position: 9976 - 9977, Format: N2.

Variable Label: C1 C06E Importance of achievement in MS courses for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	358	1.53
2	A little important	673	2.87
3	Somewhat important	2,880	12.30
4	Very important	7,061	30.16
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	315	1.35
TOTALS		23,415	100.00

Variable Name: C1G9SENDTST

Record #1, Position: 9978 - 9979, Format: N2.

Variable Label: C1 C06F Importance of end-of-year/course test for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	2,489	10.63
2	A little important	1,814	7.75
3	Somewhat important	2,902	12.39
4	Very important	3,474	14.84
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	608	2.60
TOTALS		23,415	100.00

Variable Name: C1G9SPLACTST

Record #1, Position: 9980 - 9981, Format: N2.

Variable Label: C1 C06G Importance of placement tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of placement tests

Not at all important  
A little important  
Somewhat important  
Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,310	9.87
2	A little important	1,410	6.02
3	Somewhat important	2,797	11.95
4	Very important	4,167	17.80
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	603	2.58
TOTALS		23,415	100.00

Variable Name: C1G9SSTNDTST

Record #1, Position: 9982 - 9983, Format: N2.

Variable Label: C1 C06H Importance of standardized tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	1,576	6.73
2	A little important	1,342	5.73
3	Somewhat important	3,408	14.55
4	Very important	4,611	19.69
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	350	1.49
TOTALS		23,415	100.00

Variable Name: C1G9SPLAN

Record #1, Position: 9984 - 9985, Format: N2.

Variable Label: C1 C06I Importance of career/education plan for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,208	9.43
2	A little important	2,742	11.71
3	Somewhat important	3,616	15.44
4	Very important	2,077	8.87
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31

-9	Missing	644	2.75
TOTALS		23,415	100.00

Variable Name: C1G9SSELECT

Record #1, Position: 9986 - 9987, Format: N2.

Variable Label: C1 C06J Importance of student/parent choice for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	340	1.45
2	A little important	2,011	8.59
3	Somewhat important	4,605	19.67
4	Very important	3,935	16.81
-7	Item legitimate skip/NA	9,947	42.48
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	396	1.69
TOTALS		23,415	100.00

Variable Name: C1UPPERSSAME

Record #1, Position: 9988 - 9989, Format: N2.

Variable Label: C1 C07 After grade 9 all students in same grade placed in same science course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same science course?

If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	16,621	70.98
1	Yes	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C1UPSGRADES

Record #1, Position: 9990 - 9991, Format: N2.

Variable Label: C1 C08A Importance of prior grades for 10th to 12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	307	1.31



3	Somewhat important	2,969	12.68
4	Very important	13,197	56.36
-7	Item legitimate skip/NA	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	242	1.03
TOTALS		23,415	100.00

Variable Name: C1UPSPLACTST

Record #1, Position: 9992 - 9993, Format: N2.

Variable Label: C1 C08B Importance of placement tests for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	4,283	18.29
2	A little important	2,697	11.52
3	Somewhat important	4,959	21.18
4	Very important	3,915	16.72
-7	Item legitimate skip/NA	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	861	3.68
TOTALS		23,415	100.00

Variable Name: C1UPSTCHR

Record #1, Position: 9994 - 9995, Format: N2.

Variable Label: C1 C08C Importance of teacher's recommendation for 10th-12th science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	403	1.72
2	A little important	1,407	6.01
3	Somewhat important	4,954	21.16
4	Very important	9,673	41.31
-7	Item legitimate skip/NA	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	278	1.19
TOTALS		23,415	100.00

Variable Name: C1UPSSELECT

Record #1, Position: 9996 - 9997, Format: N2.

Variable Label: C1 C08D Importance of student/parent choice for 10-12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student and/or parent or guardian selection

- Not at all important
- A little important
- Somewhat important
- Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all important or a little important	1,936	8.27
3	Somewhat important	7,034	30.04
4	Very important	7,389	31.56
-7	Item legitimate skip/NA	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	356	1.52
TOTALS		23,415	100.00

Variable Name: C1UPSPLAN

Record #1, Position: 9998 - 9999, Format: N2.

Variable Label: C1 C08E Importance of career/education plan for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student career or education plan

- Not at all important
- A little important
- Somewhat important
- Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	1,217	5.20
2	A little important	2,111	9.02
3	Somewhat important	7,322	31.27
4	Very important	5,551	23.71
-7	Item legitimate skip/NA	4,519	19.30
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	514	2.20
TOTALS		23,415	100.00

Variable Name: C1UPSSCHED

Record #1, Position: 10000 - 10001, Format: N2.

Variable Label: C1 C08F Importance of master schedule for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Master schedule considerations

- Not at all important
- A little important
- Somewhat important
- Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	4,407	18.82
2	A little important	4,749	20.28
3	Somewhat important	4,946	21.12
4	Very important	1,903	8.13
-7	Item legitimate skip/NA	4,519	19.30

-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	710	3.03
TOTALS		23,415	100.00

Variable Name: C1TTEACHING

Record #1, Position: 10002 - 10003, Format: N2.

Variable Label: C1 D01A Teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	10,415	44.48
2	Agree	9,724	41.53
3	Disagree or strongly disagree	954	4.07
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	141	0.60
TOTALS		23,415	100.00

Variable Name: C1TLEARNING

Record #1, Position: 10004 - 10005, Format: N2.

Variable Label: C1 D01B Teachers in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	10,697	45.68
2	Agree	9,341	39.89
3	Disagree or strongly disagree	1,039	4.44
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	157	0.67
TOTALS		23,415	100.00

Variable Name: C1TBELIEVE

Record #1, Position: 10006 - 10007, Format: N2.

Variable Label: C1 D01C Teachers in this school believe all students can do well

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	4,849	20.71
2	Agree	12,520	53.47
3	Disagree	3,298	14.08
4	Strongly disagree	339	1.45
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	228	0.97
TOTALS		23,415	100.00

Variable Name: C1TGIVEUP

Record #1, Position: 10008 - 10009, Format: N2.

Variable Label: C1 D01D Teachers in this school have given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	983	4.20
2	Agree	8,977	38.34
3	Disagree	8,205	35.04
4	Strongly disagree	2,718	11.61
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	351	1.50
TOTALS		23,415	100.00

Variable Name: C1TCARE

Record #1, Position: 10010 - 10011, Format: N2.

Variable Label: C1 D01E Teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	1,242	5.30
3	Disagree	11,228	47.95
4	Strongly disagree	8,416	35.94
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	348	1.49
TOTALS		23,415	100.00

Variable Name: C1TEXPECT

Record #1, Position: 10012 - 10013, Format: N2.

Variable Label: C1 D01F Teachers in this school expect very little from students

## Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	288	1.23
2	Agree	988	4.22
3	Disagree	9,277	39.62
4	Strongly disagree	10,352	44.21
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	329	1.41
TOTALS		23,415	100.00

## Variable Name: C1TWORKHARD

Record #1, Position: 10014 - 10015, Format: N2.

Variable Label: C1 D01G Teachers in this school work hard to make sure all students learn

## Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	7,608	32.49
2	Agree	11,688	49.92
3	Disagree	1,504	6.42
4	Strongly disagree	263	1.12
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	171	0.73
TOTALS		23,415	100.00

## Variable Name: C1CLEARNING

Record #1, Position: 10016 - 10017, Format: N2.

Variable Label: C1 D02A Counselors in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

## Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	12,217	52.18
2	Agree	8,446	36.07
3	Disagree or strongly disagree	300	1.28

-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	271	1.16
TOTALS		23,415	100.00

Variable Name: C1CBELIEVE

Record #1, Position: 10018 - 10019, Format: N2.

Variable Label: C1 D02B Counselors in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11,032	47.12
2	Agree	9,326	39.83
3	Disagree or strongly disagree	584	2.49
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	292	1.25
TOTALS		23,415	100.00

Variable Name: C1CGIVEUP

Record #1, Position: 10020 - 10021, Format: N2.

Variable Label: C1 D02C Counselors in this school have given up on some students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	3,034	12.96
3	Disagree	9,024	38.54
4	Strongly disagree	8,861	37.84
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	315	1.35
TOTALS		23,415	100.00

Variable Name: C1CCARE

Record #1, Position: 10022 - 10023, Format: N2.

Variable Label: C1 D02D Counselors in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

care only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Strongly agree or agree	377	1.61
3	Disagree	6,165	26.33
4	Strongly disagree	14,350	61.29
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	342	1.46
TOTALS		23,415	100.00

Variable Name: C1CEXPECT

Record #1, Position: 10024 - 10025, Format: N2.

Variable Label: C1 D02E Counselors in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Strongly agree or agree	412	1.76
3	Disagree	6,919	29.55
4	Strongly disagree	13,602	58.09
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	301	1.29
TOTALS		23,415	100.00

Variable Name: C1CWORKHARD

Record #1, Position: 10026 - 10027, Format: N2.

Variable Label: C1 D02F Counselors in this school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	10,869	46.42
2	Agree	9,287	39.66
3	Disagree or strongly disagree	749	3.20
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	329	1.41
TOTALS		23,415	100.00

Variable Name: C1PLEARNING

Record #1, Position: 10028 - 10029, Format: N2.

Variable Label: C1 D03A Principal in this school sets high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

sets high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	13,731	58.64
2	Agree	6,526	27.87
3	Disagree or strongly disagree	506	2.16
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	471	2.01
TOTALS		23,415	100.00

Variable Name: C1PBELIEVE

Record #1, Position: 10030 - 10031, Format: N2.

Variable Label: C1 D03B Principal in this school believes all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

believes all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	10,619	45.35
2	Agree	9,446	40.34
3	Disagree or strongly disagree	665	2.84
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	504	2.15
TOTALS		23,415	100.00

Variable Name: C1PGIVEUP

Record #1, Position: 10032 - 10033, Format: N2.

Variable Label: C1 D03C Principal in this school has given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

has given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	302	1.29
2	Agree	2,963	12.65
3	Disagree	8,577	36.63
4	Strongly disagree	8,818	37.66



-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	574	2.45
TOTALS		23,415	100.00

Variable Name: C1PCARE

Record #1, Position: 10034 - 10035, Format: N2.

Variable Label: C1 D03D Principal in this school cares only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

cares only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	682	2.91
3	Disagree	7,266	31.03
4	Strongly disagree	12,813	54.72
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	473	2.02
TOTALS		23,415	100.00

Variable Name: C1PEXPECT

Record #1, Position: 10036 - 10037, Format: N2.

Variable Label: C1 D03E Principal in this school expects very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

expects very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	401	1.71
3	Disagree	7,303	31.19
4	Strongly disagree	12,940	55.26
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	590	2.52
TOTALS		23,415	100.00

Variable Name: C1PWORKHARD

Record #1, Position: 10038 - 10039, Format: N2.

Variable Label: C1 D03F Principal in this school works hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

works hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	12,141	51.85
2	Agree	7,608	32.49
3	Disagree or strongly disagree	1,035	4.42
-8	Unit non-response/component not applicable	2,181	9.31
-9	Missing	450	1.92
TOTALS		23,415	100.00

Variable Name: C1YRSK12

Record #1, Position: 10040 - 10041, Format: N2.

Variable Label: C1 D04A Years as a school counselor for any grade K-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor... for any grades K through 12?
- for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1YRS912

Record #1, Position: 10042 - 10043, Format: N2.

Variable Label: C1 D04B Years as a school counselor for grades 9-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor... for any grades K through 12?
- for any high school grades 9 through 12?

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1HIDE9

Record #1, Position: 10044 - 10045, Format: N2.

Variable Label: C1 D05 Counselor's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?
- Associate's degree
- Bachelor's degree
- Master's degree
- Educational specialist diploma
- Ph.D., M.D., law degree, or other high level professional degree
- You do not have a degree

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1HIMAJV

Record #1, Position: 10046 - 10085, Format: A40

Variable Label: C1 D06A Counselor's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1HIMAJ6

Record #1, Position: 10086 - 10092, Format: A7

Variable Label: C1 D06C Counselor's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1HIMAJ2

Record #1, Position: 10093 - 10094, Format: N2.

Variable Label: C1 D06B Counselor's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1BAMAJV

Record #1, Position: 10095 - 10134, Format: A40

Variable Label: C1 D07A Counselor's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJV was logically imputed to C1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1BAMAJ6

Record #1, Position: 10135 - 10141, Format: A7

Variable Label: C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ6 was logically imputed to C1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1BAMAJ2

Record #1, Position: 10142 - 10143, Format: N2.

Variable Label: C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ2 was logically imputed to C1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1INCDEG

Record #1, Position: 10144 - 10145, Format: N2.

Variable Label: C1 D08 Counselor has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C1ENTRY

Record #1, Position: 10146 - 10147, Format: N2.

Variable Label: C1 D09 How counselor entered the school counseling profession

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your entry into the school counseling profession?

You became a school counselor immediately after earning your Bachelor's degree

You entered graduate school directly after earning your Bachelor's degree and then became a school counselor immediately after graduate school

You were a teacher prior to becoming a school counselor

You were in another education-related profession prior to becoming a school counselor

You were another type of counselor

You were in a noneducation-related profession prior to becoming a school counselor

Other

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00

TOTALS		23,415	100.00
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Variable Name: C2FTCNLSL

Record #1, Position: 10148 - 10149, Format: N2.

Variable Label: C2 A01A Number of full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and how many part-time counselors work with high school students at [school name]?

(If you share a counselor with another school, please count that counselor as part-time. If you have no full-time counselors, or have no part-time counselors, please enter '0' in the appropriate box. Please use whole numbers.)

full-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1FTCNLSL.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2PTCNLSL

Record #1, Position: 10150 - 10151, Format: N2.

Variable Label: C2 A01B Number of part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and how many part-time counselors work with high school students at [school name]?

(If you share a counselor with another school, please count that counselor as part-time. If you have no full-time counselors, or have no part-time counselors, please enter '0' in the appropriate box. Please use whole numbers.)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1PTCNLSL.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2CASELOAD

Record #1, Position: 10152 - 10155, Format: N4.

Variable Label: C2 A02 Average caseload for school's counselors

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- On average, what is the caseload for a counselor in your school?

(Please enter whole numbers only. Do not enter decimals.)

students per counselor

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1CASELOAD.

Code	Value Label	Frequency	Percentage
C	40 - 800	19,144	81.76
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	122	0.52
TOTALS		23,415	100.00

Variable Name: C2ASSIGNALL

Record #1, Position: 10156 - 10157, Format: N2.

Variable Label: C2 A03A Counselors are assigned to all students in the school

Variable Description:

- Which of the following describe how counselors are assigned to students at your school? Would you say counselors are assigned...

to all students at this school?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	11,413	48.74
1	Yes	7,720	32.97
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	133	0.57
TOTALS		23,415	100.00

Variable Name: C2ASSIGNGRADE

Record #1, Position: 10158 - 10159, Format: N2.

Variable Label: C2 A03B Counselors are assigned to a grade level

Variable Description:

- Which of the following describe how counselors are assigned to students at your school? Would you say counselors are assigned...

to a specific grade level such as a 11th grade counselor?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	13,884	59.30
1	Yes	5,225	22.31
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	157	0.67
TOTALS		23,415	100.00

Variable Name: C2ASSIGNCLASS

Record #1, Position: 10160 - 10161, Format: N2.

Variable Label: C2 A03C Counselors are assigned to a class

Variable Description:

- Which of the following describe how counselors are assigned to students at your school? Would you say counselors are assigned...

to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2015?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	15,865	67.76
1	Yes	3,003	12.83
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	398	1.70
TOTALS		23,415	100.00

Variable Name: C2ASSIGNNAMES

Record #1, Position: 10162 - 10163, Format: N2.

Variable Label: C2 A03D Counselors are assigned to students by alphabetical order

Variable Description:

- Which of the following describe how counselors are assigned to students at your school? Would you say counselors are assigned...

to a group of students whose last names fall within a slice of the alphabet such as all students with last names from "A to D"?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	8,501	36.31
1	Yes	10,571	45.15
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	194	0.83
TOTALS		23,415	100.00

Variable Name: C2ASSIGNLC

Record #1, Position: 10164 - 10165, Format: N2.

Variable Label: C2 A03E Counselors are assigned to small learning communities

Variable Description:

- Which of the following describe how counselors are assigned to students at your school? Would you say counselors are assigned...

to small learning communities such as schools-within-a-school, pods, and houses?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	17,031	72.74
1	Yes	1,855	7.92
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	380	1.62
TOTALS		23,415	100.00

Variable Name: C2HRSSCHED

Record #1, Position: 10166 - 10167, Format: N2.

Variable Label: C2 A04A % hours counseling staff spent on high school course choice/scheduling

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSSCHED.

Code	Value Label	Frequency	Percentage
1	5% or less	991	4.23

2	6%-10%	2,703	11.54
3	11%-20%	5,955	25.43
4	21%-50%	7,848	33.52
5	More than 50%	1,395	5.96
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	374	1.60
TOTALS		23,415	100.00

Variable Name: C2HRSCOLLEGE

Record #1, Position: 10168 - 10169, Format: N2.

Variable Label: C2 A04B % hours counseling staff spent on college readiness/selection/apply

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Assisting students with college readiness, selection, and applications

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSCOLLEGE.

Code	Value Label	Frequency	Percentage
1	5% or less	670	2.86
2	6%-10%	2,427	10.37
3	11%-20%	6,972	29.78
4	21%-50%	7,089	30.28
5	More than 50%	1,649	7.04
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	459	1.96
TOTALS		23,415	100.00

Variable Name: C2HRSPERSONAL

Record #1, Position: 10170 - 10171, Format: N2.

Variable Label: C2 A04C % hours counseling staff spent on personal development

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Personal development

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	5% or less	3,547	15.15



2	6%-10%	7,238	30.91
3	11%-20%	5,596	23.90
4	21%-50%	1,895	8.09
5	More than 50%	346	1.48
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	644	2.75
TOTALS		23,415	100.00

Variable Name: C2HRSSOCIAL

Record #1, Position: 10172 - 10173, Format: N2.

Variable Label: C2 A04D % hours counseling staff spent on social development

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Social development

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	5% or less	4,834	20.64
2	6%-10%	7,547	32.23
3	11%-20%	4,581	19.56
4	21%-50%	1,515	6.47
5	More than 50%	230	0.98
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	559	2.39
TOTALS		23,415	100.00

Variable Name: C2HRSACADEMIC

Record #1, Position: 10174 - 10175, Format: N2.

Variable Label: C2 A04E % hours counseling staff spent on academic development

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic development

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	5% or less	1,070	4.57
2	6%-10%	4,395	18.77

3	11%-20%	8,012	34.22
4	21%-50%	4,208	17.97
5	More than 50%	831	3.55
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	750	3.20
TOTALS		23,415	100.00

Variable Name: C2HRSCAREER

Record #1, Position: 10176 - 10177, Format: N2.

Variable Label: C2 A04F % hours counseling staff spent on occupational choice/career planning

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Occupational choice and career planning

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSCAREER.

Code	Value Label	Frequency	Percentage
1	5% or less	4,487	19.16
2	6%-10%	7,510	32.07
3	11%-20%	4,519	19.30
4	21%-50%	1,815	7.75
5	More than 50%	320	1.37
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	615	2.63
TOTALS		23,415	100.00

Variable Name: C2HRSJOBKLL

Record #1, Position: 10178 - 10179, Format: N2.

Variable Label: C2 A04G % hours counseling staff spent on job placement/job skill development

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Job placement and employability skill development

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSJOBKLL.

Code	Value Label	Frequency	Percentage
1	5% or less	12,838	54.83

2	6%-10%	4,131	17.64
3	11%-20%	1,068	4.56
4	More than 20%	437	1.87
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	792	3.38
TOTALS		23,415	100.00

Variable Name: C2HRSPROBLEM

Record #1, Position: 10180 - 10181, Format: N2.

Variable Label: C2 A04H % hours counseling staff spent on school/personal problems

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Students' attendance, discipline, and other school and personal problems

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSPROBLEM.

Code	Value Label	Frequency	Percentage
1	5% or less	4,429	18.92
2	6%-10%	5,701	24.35
3	11%-20%	5,477	23.39
4	21%-50%	2,661	11.36
5	More than 50%	531	2.27
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	467	1.99
TOTALS		23,415	100.00

Variable Name: C2HRSTESTING

Record #1, Position: 10182 - 10183, Format: N2.

Variable Label: C2 A04I % hours counseling staff spent on academic testing

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic testing

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSTESTING.

Code	Value Label	Frequency	Percentage
1	5% or less	5,326	22.75
2	6%-10%	5,751	24.56

3	11%-20%	4,271	18.24
4	21%-50%	2,712	11.58
5	More than 50%	584	2.49
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	622	2.66
TOTALS		23,415	100.00

Variable Name: C2HRSNONCNLS

Record #1, Position: 10184 - 10185, Format: N2.

Variable Label: C2 A04J % hours counseling staff spent on non-counseling activities

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- [Last school year (2010-2011)/During the 2010-2011 school year], what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Non-counseling activities such as hall or lunch duty, substitute teaching, or bus duty

1=5% or less

2=6%-10%

3=11%-20%

4=21%-50%

5=More than 50%

Note: Question wording was customized in the survey instrument such that the 2010-11 school year was referred to as "last school year" if before September 1, 2012.

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HRSNONCNLS.

Code	Value Label	Frequency	Percentage
1	5% or less	14,656	62.59
2	6%-10%	2,284	9.75
3	11%-20%	1,283	5.48
4	More than 20%	432	1.84
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	611	2.61
TOTALS		23,415	100.00

Variable Name: C2SELECTCLASS

Record #1, Position: 10186 - 10187, Format: N2.

Variable Label: C2 A05A School has counselor designated for selecting courses and programs

Variable Description:

- Does your school have one or more counselors whose primary responsibility is assisting students with... selecting courses and programs?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	13,077	55.85
1	Yes	6,100	26.05
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	89	0.38
TOTALS		23,415	100.00

Variable Name: C2SELECTCLG

Record #1, Position: 10188 - 10189, Format: N2.

Variable Label: C2 A05B School has counselor designated for college selection

Variable Description:

- Does your school have one or more counselors whose primary responsibility is assisting students with... college selection?

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,719	50.05
1	Yes	7,455	31.84
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: C2CLGAPP

Record #1, Position: 10190 - 10191, Format: N2.

Variable Label: C2 A05C School has counselor designated for college applications

Variable Description:

- Does your school have one or more counselors whose primary responsibility is assisting students with... college applications?

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,252	48.05
1	Yes	7,820	33.40
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	194	0.83
TOTALS		23,415	100.00

Variable Name: C2PREPJOB

Record #1, Position: 10192 - 10193, Format: N2.

Variable Label: C2 A05D School has counselor designated for preparation for the workforce

Variable Description:

- Does your school have one or more counselors whose primary responsibility is assisting students with... preparation for the workforce?

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,757	67.29
1	Yes	3,374	14.41
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	135	0.58
TOTALS		23,415	100.00

Variable Name: C2GETJOB

Record #1, Position: 10194 - 10195, Format: N2.

Variable Label: C2 A05E School has counselor designated for placement into the workforce

Variable Description:

- Does your school have one or more counselors whose primary responsibility is assisting students with... placement into the workforce?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	17,219	73.54
1	Yes	1,811	7.73
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	236	1.01
TOTALS		23,415	100.00

Variable Name: C2PSPLAN

Record #1, Position: 10196 - 10197, Format: N2.

Variable Label: C2 B01 Students are required to have graduation/career/education plan

Variable Description:

- Are students in your high school required to have a high school graduation, career or education plan?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	5,334	22.78
1	Yes	13,932	59.50
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
TOTALS		23,415	100.00

Variable Name: C2GRADPLAN

Record #1, Position: 10198 - 10199, Format: N2.

Variable Label: C2 B02A Plan includes graduation plan

Variable Description:

- What does this plan include?

A graduation plan

1=Yes

0=No

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

Code	Value Label	Frequency	Percentage
0	No	938	4.01
1	Yes	12,975	55.41
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	19	0.08
TOTALS		23,415	100.00

Variable Name: C2CAREERPLAN

Record #1, Position: 10200 - 10201, Format: N2.

Variable Label: C2 B02B Plan includes career plan

Variable Description:

- What does this plan include?

A career plan

1=Yes

0=No

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,098	21.77
1	Yes	8,815	37.65
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	19	0.08
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2EDPLAN

Record #1, Position: 10202 - 10203, Format: N2.

Variable Label: C2 B02C Plan includes education plan

Variable Description:

- What does this plan include?

An education plan

1=Yes

0=No

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,417	10.32
1	Yes	11,496	49.10
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	19	0.08
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2CUSTOMPLAN

Record #1, Position: 10204 - 10205, Format: N2.

Variable Label: C2 B03 Level of customization of high school plans

Variable Description:

- Which of the following best describes the graduation, career, or education plans of students in your school?

1=Students create personalized plans.

2=Students choose one of several plans offered by the school.

3=Students are assigned one of several plans offered by the school.

4=Students are all assigned to a single plan offered by the school.

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Students create personalized plans.	8,468	36.16
2	Students choose one of several plans	3,768	16.09
3	Students are assigned one of several plans	778	3.32
4	Students are all assigned to a single plan	893	3.81
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	25	0.11

TOTALS		23,415	100.00
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Variable Name: C2PLANPARENT

Record #1, Position: 10206 - 10207, Format: N2.

Variable Label: C2 B04 Students' plans are shared with parents

Variable Description:

- Are students' plans shared with their parents or guardians?

1=Yes

0=No

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

Crossround Note: This variable is a repeat of the BY variable C1PLANPARENT.

Code	Value Label	Frequency	Percentage
0	No	1,566	6.69
1	Yes	12,289	52.48
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	77	0.33
TOTALS		23,415	100.00

Variable Name: C2REVIEWPLAN

Record #1, Position: 10208 - 10209, Format: N2.

Variable Label: C2 B05 How often students meet with adult in school to review/revise plan

Comment: "Never" recoded with "Less than once each school year" on the public use file.

Variable Description:

- On average, how often do students meet with an adult in your high school to review or revise these written plans?

1=More than once each school year

2=Once each school year

3=Less than once each school year

4=Never

Administered To: First follow-up respondents whose high schools require a graduation, career or education plan.

Code	Value Label	Frequency	Percentage
1	More than once each school year	5,704	24.36
2	Once each school year	7,013	29.95
3	Never or less than once each school year	1,163	4.97
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,334	22.78
-8	Unit non-response	222	0.95
-9	Missing	52	0.22
TOTALS		23,415	100.00

Variable Name: C2DUALPROG

Record #1, Position: 10210 - 10211, Format: N2.

Variable Label: C2 B06 School offers dual or concurrent enrollment program

Variable Description:

- Does your school offer a dual or concurrent enrollment program? A dual or concurrent enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on your high school campus. Please do not include Advanced Placement (AP) and International Baccalaureate (IB) programs.

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
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0	No	2,604	11.12
1	Yes	16,662	71.16
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
TOTALS		23,415	100.00

Variable Name: C2DUALCLGCRED

Record #1, Position: 10212 - 10213, Format: N2.

Variable Label: C2 B07A Students can earn college credit in dual enrollment program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What type of dual or concurrent enrollment program does your school offer?

Students can earn college credits.

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2DUALCERT

Record #1, Position: 10214 - 10215, Format: N2.

Variable Label: C2 B07B Students can complete certificate program in dual enrollment program

Variable Description:

- What type of dual or concurrent enrollment program does your school offer?

Students can complete the requirements for a certificate program such as nursing assistant or computer network administrator.

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
0	No	8,045	34.36
1	Yes	8,591	36.69
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,604	11.12
-8	Unit non-response	222	0.95
-9	Missing	26	0.11
TOTALS		23,415	100.00

Variable Name: C2DUALAA

Record #1, Position: 10216 - 10217, Format: N2.

Variable Label: C2 B07C Students can complete Associate's degree in dual enrollment program

Variable Description:

- What type of dual or concurrent enrollment program does your school offer?

Students can complete the requirements for an Associate's degree.

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
0	No	12,715	54.30
1	Yes	3,898	16.65
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,604	11.12

-8	Unit non-response	222	0.95
-9	Missing	49	0.21
TOTALS		23,415	100.00

Variable Name: C2DUALCLGACC

Record #1, Position: 10218 - 10219, Format: N2.

Variable Label: C2 B07D Students accepted to partner college in dual enrollment program

Variable Description:

- What type of dual or concurrent enrollment program does your school offer?

Students are automatically accepted into a partner college upon high school graduation.

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
0	No	13,966	59.65
1	Yes	2,655	11.34
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,604	11.12
-8	Unit non-response	222	0.95
-9	Missing	41	0.18
TOTALS		23,415	100.00

Variable Name: C2DUALENRACA

Record #1, Position: 10220 - 10223, Format: N4.

Variable Label: C2 B08A Enrollment in dual enrollment courses with academic focus

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- During the 2010-2011 school year, what was the total number of high school students enrolled in courses for dual or concurrent credit? An individual high school student may be counted more than once, and should be counted for each course in which he/she was enrolled for dual credit.

Academic course focus: students

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2DUALENRCTE

Record #1, Position: 10224 - 10227, Format: N4.

Variable Label: C2 B08B Enrollment in dual enrollment courses with career/tech/vocational focus

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- During the 2010-2011 school year, what was the total number of high school students enrolled in courses for dual or concurrent credit? An individual high school student may be counted more than once, and should be counted for each course in which he/she was enrolled for dual credit.

Career and technical/vocational course focus: students

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2DUALGRAD

Record #1, Position: 10228 - 10230, Format: N3.

Variable Label: C2 B09 Number of graduates with dual enrollment designation on diploma

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- How many students graduated with a dual or concurrent enrollment designation on their diploma at the end of the 2010-2011 school year? A designation could include a stamp, sticker, seal, or text on a high school diploma that indicates completion of a dual or concurrent enrollment program.

(Please use whole numbers.)

students

Administered To: First follow-up respondents whose schools offer a dual or concurrent enrollment program.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2HACHTECH

Record #1, Position: 10231 - 10232, Format: N2.

Variable Label: C2 B10A School supports high achievers with technology/software for curriculum

## Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Technology and software to support curriculum specifically to meet the needs of the high-achieving students

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	9,521	40.66
1	Yes	9,584	40.93
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	161	0.69
TOTALS		23,415	100.00

Variable Name: C2HAGIFTED

Record #1, Position: 10233 - 10234, Format: N2.

Variable Label: C2 B10B Gifted students receive pull-out instruction during the school day

## Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Gifted students receive pull-out instruction during the regular school day

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	16,951	72.39
1	Yes	2,169	9.26
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	146	0.62
TOTALS		23,415	100.00

Variable Name: C2HACHENRICH

Record #1, Position: 10235 - 10236, Format: N2.

Variable Label: C2 B10C School supports high achievers with enrichment experiences

## Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	3,618	15.45
1	Yes	15,554	66.43
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	94	0.40
TOTALS		23,415	100.00

Variable Name: C2HAAPCRS

Record #1, Position: 10237 - 10238, Format: N2.

Variable Label: C2 B10D School supports high achievers with AP courses

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Advanced Placement (AP) courses

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	1,772	7.57
1	Yes	17,383	74.24
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	111	0.47
TOTALS		23,415	100.00

Variable Name: C2HAIBPRGM

Record #1, Position: 10239 - 10240, Format: N2.

Variable Label: C2 B10E School supports high achievers with IB program

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

International Baccalaureate (IB) program

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	17,523	74.84
1	Yes	1,622	6.93
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	121	0.52
TOTALS		23,415	100.00

Variable Name: C2HASCHSHP

Record #1, Position: 10241 - 10242, Format: N2.

Variable Label: C2 B10F School supports high achievers w/ scholarships for event/program/class

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Scholarships for students to attend special events, programs, or classes

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,055	47.21
1	Yes	8,095	34.57
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	116	0.50
TOTALS		23,415	100.00

Variable Name: C2HAPERFREW

Record #1, Position: 10243 - 10244, Format: N2.

Variable Label: C2 B10G School supports high achievers with rewards tied to performance

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Special incentives or rewards tied to academic performance

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,297	31.16
1	Yes	11,893	50.79
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	76	0.32
TOTALS		23,415	100.00

Variable Name: C2HAMENTOR

Record #1, Position: 10245 - 10246, Format: N2.

Variable Label: C2 B10H School supports high achievers with adult mentor

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

A school-arranged match with an adult mentor

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	15,810	67.52
1	Yes	3,325	14.20
-6	Component not applicable	3,927	16.77

-8	Unit non-response	222	0.95
-9	Missing	131	0.56
TOTALS		23,415	100.00

Variable Name: C2HASUMMER

Record #1, Position: 10247 - 10248, Format: N2.

Variable Label: C2 B10I School supports high achievers with summer activities or programs

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Summer activities or programs appropriate for high-achieving students

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	11,808	50.43
1	Yes	7,335	31.33
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	123	0.53
TOTALS		23,415	100.00

Variable Name: C2HAONLINE

Record #1, Position: 10249 - 10250, Format: N2.

Variable Label: C2 B10J School supports high achievers with access to online courses

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Access to high school courses offered online

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	6,767	28.90
1	Yes	12,452	53.18
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	47	0.20
TOTALS		23,415	100.00

Variable Name: C2HAAWRDS

Record #1, Position: 10251 - 10252, Format: N2.

Variable Label: C2 B10K School supports high achievers with recognitions/awards

Variable Description:

- In which of the following ways does [school name] support high-achieving students?

Special recognitions such as Honor Roll, Honor Society, or department awards

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	179	0.76
1	Yes	19,045	81.34
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	42	0.18
TOTALS		23,415	100.00

Variable Name: C2GETAHEAD

Record #1, Position: 10253 - 10254, Format: N2.

Variable Label: C2 B11A Summer enrichment courses that allow students to progress academically

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [school name] offer...

summer school enrichment courses that allow students to progress academically?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1GETAHEAD.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2REMEDIATION

Record #1, Position: 10255 - 10256, Format: N2.

Variable Label: C2 B11B Summer remediation courses that support students who are struggling

Variable Description:

- Does [school name] offer...

summer school remediation courses that support students who are struggling academically or do not have enough credits to graduate?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,796	16.21
1	Yes	15,397	65.76
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	73	0.31
TOTALS		23,415	100.00

Variable Name: C2HASUMEN

Record #1, Position: 10257 - 10258, Format: N2.

Variable Label: C2 B12A School offers summer enrichment courses to high achieving students

Variable Description:

- To whom does your school offer these summer school enrichment courses?

High-achieving students

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer summer school enrichment or remediation courses.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,122	4.79
1	Yes	5,384	22.99
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,438	53.12
-8	Unit non-response	222	0.95
-9	Missing	322	1.38
TOTALS		23,415	100.00

Variable Name: C2AVGSUMEN

Record #1, Position: 10259 - 10260, Format: N2.

Variable Label: C2 B12B School offers summer enrichment courses to average students

Variable Description:

- To whom does your school offer these summer school enrichment courses?

Average students

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer summer school enrichment or remediation courses.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	744	3.18
1	Yes	5,762	24.61
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,438	53.12
-8	Unit non-response	222	0.95
-9	Missing	322	1.38
TOTALS		23,415	100.00

Variable Name: C2STRGSUMEN

Record #1, Position: 10261 - 10262, Format: N2.

Variable Label: C2 B12C School offers summer enrichment courses to struggling students

Variable Description:

- To whom does your school offer these summer school enrichment courses?

Struggling students

1=Yes

0=No

Administered To: First follow-up respondents whose schools offer summer school enrichment or remediation courses.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	517	2.21
1	Yes	5,989	25.58
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,438	53.12
-8	Unit non-response	222	0.95
-9	Missing	322	1.38
TOTALS		23,415	100.00

Variable Name: C2ENCSTEM

Record #1, Position: 10263 - 10264, Format: N2.

Variable Label: C2 B13A School has program to encourage underrepresented student in STEM

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

encourage underrepresented students to pursue mathematics, science, engineering, or technology?

1=Yes



0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	10,048	42.91
1	Yes	9,133	39.00
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	85	0.36
TOTALS		23,415	100.00

Variable Name: C2INFSTEM

Record #1, Position: 10265 - 10266, Format: N2.

Variable Label: C2 B13B School has program to inform parent about STEM higher ed/careers

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

inform parents or guardians about mathematics, science, engineering, or technology higher education or career opportunities?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,461	31.86
1	Yes	11,747	50.17
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	58	0.25
TOTALS		23,415	100.00

Variable Name: C2ENCCLG

Record #1, Position: 10267 - 10268, Format: N2.

Variable Label: C2 B13C School has program to encourage student not considering college to do so

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

encourage students who might not be considering college to do so?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1ENCCLG.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,389	10.20
1	Yes	16,830	71.88
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	47	0.20
TOTALS		23,415	100.00

Variable Name: C2UPBOUND

Record #1, Position: 10269 - 10270, Format: N2.

Variable Label: C2 B13D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

help students plan or prepare for college such as Upward Bound, GEAR UP, AVID, or MESA?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1UPBOUND.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2RESUME

Record #1, Position: 10271 - 10272, Format: N2.

Variable Label: C2 B13E School has program to share resume or transcripts with employers

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

share relevant employment information such as resumes or transcripts with local employers?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	13,059	55.77
1	Yes	6,093	26.02
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: C2GUARANTEE

Record #1, Position: 10273 - 10274, Format: N2.

Variable Label: C2 B13F School has program to guarantee student skills to employers

Variable Description:

- Does [school name] have any formal programs or systematic efforts to...

guarantee student skills to local employers?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	16,263	69.46
1	Yes	2,911	12.43
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	92	0.39
TOTALS		23,415	100.00

Variable Name: C2NOTOFFERED

Record #1, Position: 10275 - 10276, Format: N2.

Variable Label: C2 B14 Students able to take course for HS credit if not offered by school

Variable Description:

- Are students in your school able to take a course for high school credit if it is not offered by your school?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	3,913	16.71
1	Yes	15,182	64.84
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	171	0.73
TOTALS		23,415	100.00

Variable Name: C2INDSTD

Record #1, Position: 10277 - 10278, Format: N2.

Variable Label: C2 B15A % students taking independent study course

Comment: "More than 5%" grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

Independent study

1=Not offered

2=5% or less

3=6-10%

4=11-24%

5=25-49%

6=50-74%

7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

Code	Value Label	Frequency	Percentage
1	Not offered	4,348	18.57
2	5% or less	9,164	39.14
3	More than 5%	1,347	5.75
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95
-9	Missing	494	2.11
TOTALS		23,415	100.00

Variable Name: C2DISTANCE

Record #1, Position: 10279 - 10280, Format: N2.

Variable Label: C2 B15B % students taking online/distance learning course

Comment: 50-100% grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

On-line or distance learning courses

1=Not offered

2=5% or less

3=6-10%

4=11-24%  
5=25-49%  
6=50-74%  
7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not offered	1,178	5.03
2	5% or less	7,835	33.46
3	6-10%	2,905	12.41
4	11-24%	1,864	7.96
5	25-49%	644	2.75
6	50-100%	306	1.31
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95
-9	Missing	621	2.65
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2OTHHS

Record #1, Position: 10281 - 10282, Format: N2.

Variable Label: C2 B15C % students taking course at another traditional high school in district

Comment: 11-100% grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

Courses at another traditional high school in the district

1=Not offered

2=5% or less

3=6-10%

4=11-24%

5=25-49%

6=50-74%

7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not offered	9,194	39.27
2	5% or less	4,279	18.27
3	6-10%	747	3.19
4	11-100%	552	2.36
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95
-9	Missing	581	2.48
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2TECHSC

Record #1, Position: 10283 - 10284, Format: N2.

Variable Label: C2 B15D % students taking course at local career or technical school

Comment: 25-100% grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

Courses at a local career or technical school

1=Not offered

2=5% or less

3=6-10%

4=11-24%

5=25-49%

6=50-74%

7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not offered	5,226	22.32
2	5% or less	4,298	18.36
3	6-10%	2,365	10.10
4	11-24%	1,883	8.04
5	25-100%	932	3.98
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95
-9	Missing	649	2.77
TOTALS		23,415	100.00

Variable Name: C2COMCOL

Record #1, Position: 10285 - 10286, Format: N2.

Variable Label: C2 B15E % students taking courses at community college

Comment: 50-100% grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

Courses at a local community college

1=Not offered

2=5% or less

3=6-10%

4=11-24%

5=25-49%

6=50-74%

7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not offered	1,868	7.98
2	5% or less	7,729	33.01
3	6-10%	2,658	11.35
4	11-24%	1,704	7.28
5	25-49%	760	3.25
6	50-100%	193	0.82
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95

-9	Missing	441	1.88
TOTALS		23,415	100.00

Variable Name: C24YRCOL

Record #1, Position: 10287 - 10288, Format: N2.

Variable Label: C2 B15F % students taking course at 4-year college

Comment: 25-100% grouped as one category on the public use file.

Variable Description:

- Approximately what percentage of students in grades 9 to 12 take courses for credit in each of the following ways? An individual high school student may be counted more than once and should be counted for each of the ways in which he/she took courses for credit.

Courses at a nearby 4-year college or university

1=Not offered

2=5% or less

3=6-10%

4=11-24%

5=25-49%

6=50-74%

7=75-100%

Administered To: First follow-up respondents whose students are able to take a course for high school credit if it is not offered by the school.

Code	Value Label	Frequency	Percentage
1	Not offered	5,727	24.46
2	5% or less	7,370	31.48
3	6-10%	928	3.96
4	11-24%	549	2.34
5	25-100%	219	0.94
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,913	16.71
-8	Unit non-response	222	0.95
-9	Missing	560	2.39
TOTALS		23,415	100.00

Variable Name: C2TUTORIN

Record #1, Position: 10289 - 10290, Format: N2.

Variable Label: C2 B16A Tutoring during school day by an adult for students needing extra help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Tutoring during the regular school day by an adult

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	6,091	26.01
1	Yes	13,019	55.60
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	156	0.67
TOTALS		23,415	100.00

Variable Name: C2TUTOROUT

Record #1, Position: 10291 - 10292, Format: N2.

Variable Label: C2 B16B Tutoring before- or after-school by an adult for students needing extra help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Before- or after-school tutoring by an adult

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,503	10.69
1	Yes	16,609	70.93
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	154	0.66
TOTALS		23,415	100.00

Variable Name: C2TUTORPEER

Record #1, Position: 10293 - 10294, Format: N2.

Variable Label: C2 B16C Peer tutoring is available to students needing extra help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Peer tutoring

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,053	13.04
1	Yes	16,063	68.60
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	150	0.64
TOTALS		23,415	100.00

Variable Name: C2STAFF

Record #1, Position: 10295 - 10296, Format: N2.

Variable Label: C2 B16D Staff work with teachers to provide extra help for students

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

School staff work with classroom teachers to provide extra assistance to the student

1=Yes

0=No

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1STAFF.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,297	14.08
1	Yes	15,670	66.92
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: C2PULLOUT

Record #1, Position: 10297 - 10298, Format: N2.

Variable Label: C2 B16E Pull-out instruction during school day for students needing extra help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Pull-out instruction during the regular school day

1=Yes

0=No

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1PULLOUT.

Code	Value Label	Frequency	Percentage
0	No	8,623	36.83
1	Yes	10,319	44.07
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	324	1.38
TOTALS		23,415	100.00

Variable Name: C2HOMEWORK

Record #1, Position: 10299 - 10300, Format: N2.

Variable Label: C2 B16F Homework assistance program is available for students needing extra help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Homework assistance program

1=Yes

0=No

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1HOMEWORK.

Code	Value Label	Frequency	Percentage
0	No	9,976	42.61
1	Yes	9,111	38.91
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	179	0.76
TOTALS		23,415	100.00

Variable Name: C2XTRAREWARD

Record #1, Position: 10301 - 10302, Format: N2.

Variable Label: C2 B16G Academic performance incentives for students needing help

Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Special incentives or rewards tied to academic performance

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	8,440	36.05
1	Yes	10,622	45.36
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	204	0.87
TOTALS		23,415	100.00

Variable Name: C2XTRAMENTOR

Record #1, Position: 10303 - 10304, Format: N2.

Variable Label: C2 B16H School-arranged mentors for students needing extra help



## Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

A school-arranged match with an adult mentor

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,349	61.28
1	Yes	4,712	20.12
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	205	0.88
TOTALS		23,415	100.00

Variable Name: C2HSBEP

Record #1, Position: 10305 - 10306, Format: N2.

Variable Label: C2 B16I Positive behavior interventions for students needing help

## Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Positive behavior interventions and supports such as HS-BEP (high school behavior education program)

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	12,156	51.92
1	Yes	6,766	28.90
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	344	1.47
TOTALS		23,415	100.00

Variable Name: C2SUPPORTOUT

Record #1, Position: 10307 - 10308, Format: N2.

Variable Label: C2 B16J Support outside the school day for students needing extra help

## Variable Description:

- Which of the following steps does your school take for high school students who need extra assistance?

Additional support outside the regular school day such as special programs, weekend programs, or summer school programs

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	7,702	32.89
1	Yes	11,330	48.39
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	234	1.00
TOTALS		23,415	100.00

Variable Name: C2DROPOUT

Record #1, Position: 10309 - 10310, Format: N2.

Variable Label: C2 B17 School has a formal dropout prevention program for high school students

## Variable Description:

- Does your school have a formal dropout prevention program for students in high school? This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or with community organization(s).

1=Yes

0=No

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1DROPOUT.

Code	Value Label	Frequency	Percentage
0	No	12,043	51.43
1	Yes	7,152	30.54
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	71	0.30
TOTALS		23,415	100.00

Variable Name: C2ATRISKREQ

Record #1, Position: 10311 - 10312, Format: N2.

Variable Label: C2 B18 At-risk required to participate in dropout prevention program

Variable Description:

- Are all students at risk of dropping out of [school name] required to participate in your dropout prevention program?

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

Code	Value Label	Frequency	Percentage
0	No	5,083	21.71
1	Yes	2,057	8.78
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	83	0.35
TOTALS		23,415	100.00

Variable Name: C2DOOCCOURSE

Record #1, Position: 10313 - 10314, Format: N2.

Variable Label: C2 B19A Dropout prevention program offers occupational focused courses

Variable Description:

- Which of the following services does your dropout prevention program offer?

Occupationally focused courses

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

Code	Value Label	Frequency	Percentage
0	No	4,305	18.39
1	Yes	2,670	11.40
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	248	1.06
TOTALS		23,415	100.00

Variable Name: C2DOTUTOR

Record #1, Position: 10315 - 10316, Format: N2.

Variable Label: C2 B19B Dropout prevention program offers tutoring

Variable Description:

- Which of the following services does your dropout prevention program offer?

Tutoring

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,072	4.58
1	Yes	5,932	25.33
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	219	0.94
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2DOINCENTIVE

Record #1, Position: 10317 - 10318, Format: N2.

Variable Label: C2 B19C Dropout prevention program offers incentives for attendance/performance

Variable Description:

- Which of the following services does your dropout prevention program offer?

Incentives for better attendance or classroom performance

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,371	14.40
1	Yes	3,567	15.23
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	285	1.22
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2DOCHILDCARE

Record #1, Position: 10319 - 10320, Format: N2.

Variable Label: C2 B19D Dropout prevention program offers childcare for dropouts' children

Variable Description:

- Which of the following services does your dropout prevention program offer?

Childcare for children of students

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,887	25.14
1	Yes	1,098	4.69
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	238	1.02

TOTALS		23,415	100.00
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Variable Name: C2DOGRADCNSL

Record #1, Position: 10321 - 10322, Format: N2.

Variable Label: C2 B19E Dropout prevention program offers graduation counseling

Variable Description:

- Which of the following services does your dropout prevention program offer?

Graduation counseling

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

Code	Value Label	Frequency	Percentage
0	No	525	2.24
1	Yes	6,452	27.55
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	246	1.05
TOTALS		23,415	100.00

Variable Name: C2DOJOBBCNSL

Record #1, Position: 10323 - 10324, Format: N2.

Variable Label: C2 B19F Dropout prevention program offers job counseling

Variable Description:

- Which of the following services does your dropout prevention program offer?

Job counseling

1=Yes

0=No

Administered To: First follow-up respondents whose school has a formal dropout prevention program.

Code	Value Label	Frequency	Percentage
0	No	3,238	13.83
1	Yes	3,698	15.79
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	12,043	51.43
-8	Unit non-response	222	0.95
-9	Missing	287	1.23
TOTALS		23,415	100.00

Variable Name: C2GEDPREP

Record #1, Position: 10325 - 10326, Format: N2.

Variable Label: C2 B20 School has formal GED test preparation program on-site

Variable Description:

- Does your school have a formal program on-site that prepares students for the General Education Development (GED) Test?

1=Yes

0=No

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1GEDPREP.

Code	Value Label	Frequency	Percentage
0	No	17,876	76.34
1	Yes	1,262	5.39
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95

-9	Missing	128	0.55
TOTALS		23,415	100.00

Variable Name: C2CLGEXAMINFO

Record #1, Position: 10327 - 10328, Format: N2.

Variable Label: C2 B21A School provides information on date/location of college entrance exams

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [school name] assist students with college entrance exams such as the SAT and ACT?

Providing access to information about when and where exams are offered such as websites, flyers, or pamphlets

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2CLGEXAMREG

Record #1, Position: 10329 - 10330, Format: N2.

Variable Label: C2 B21B School provides assistance with college entrance exam registration

Variable Description:

- In which of the following ways does [school name] assist students with college entrance exams such as the SAT and ACT?

Providing assistance with exam registration such as providing copies of registration forms or assistance completing the exam registration forms

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	892	3.81
1	Yes	18,322	78.25
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	52	0.22
TOTALS		23,415	100.00

Variable Name: C2CLGEXAMFEE

Record #1, Position: 10331 - 10332, Format: N2.

Variable Label: C2 B21C School provides assistance with college entrance exam fees

Variable Description:

- In which of the following ways does [school name] assist students with college entrance exams such as the SAT and ACT?

Providing assistance with exam registration fees such as providing information about fee waivers or paying exam registration fees

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	976	4.17
1	Yes	18,238	77.89
-6	Component not applicable	3,927	16.77

-8	Unit non-response	222	0.95
-9	Missing	52	0.22
TOTALS		23,415	100.00

Variable Name: C2CLGEXAMPREP

Record #1, Position: 10333 - 10334, Format: N2.

Variable Label: C2 B21D School provides assistance with college entrance exam preparation

Variable Description:

- In which of the following ways does [school name] assist students with college entrance exams such as the SAT and ACT?

Providing assistance with exam preparation such as offering test-preparation classes or providing study materials

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	1,845	7.88
1	Yes	17,369	74.18
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	52	0.22
TOTALS		23,415	100.00

Variable Name: C2PCTEXAMINFO

Record #1, Position: 10335 - 10336, Format: N2.

Variable Label: C2 B22A % 11/12 graders provided info on date/location of college entrance exams

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college entrance exam services offered by your school?

Providing access to information about when and where exams are offered

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those programs offered by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with college entrance exams.

Code	Value Label	Frequency	Percentage
1	5% or less	206	0.88
2	6-10%	578	2.47
3	11-24%	1,457	6.22
4	25-49%	3,294	14.07
5	50-74%	5,338	22.80
6	75-100%	7,967	34.03
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	60	0.26
-8	Unit non-response	222	0.95
-9	Missing	366	1.56
TOTALS		23,415	100.00

Variable Name: C2PCTEXAMREG

Record #1, Position: 10337 - 10338, Format: N2.

Variable Label: C2 B22B % 11/12 graders provided assistance w/ college exam registration

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college entrance exam services offered by your school?

Providing assistance with exam registration such as providing copies registration forms or assistance completing the exam registration forms

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those programs offered by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with college entrance exams.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	1,562	6.67
2	6-10%	2,129	9.09
3	11-24%	3,219	13.75
4	25-49%	3,586	15.31
5	50-74%	3,249	13.88
6	75-100%	4,258	18.18
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	892	3.81
-8	Unit non-response	222	0.95
-9	Missing	371	1.58
TOTALS		23,415	100.00

Variable Name: C2PCTEXAMFEE

Record #1, Position: 10339 - 10340, Format: N2.

Variable Label: C2 B22C % 11/12 graders provided assistance w/ college entrance exam fees

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college entrance exam services offered by your school?

Providing assistance with exam registration fees such as providing information about fee waivers or paying exam registration fees

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those programs offered by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with college entrance exams.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	3,495	14.93
2	6-10%	3,597	15.36
3	11-24%	3,345	14.29
4	25-49%	2,557	10.92
5	50-74%	2,406	10.28
6	75-100%	2,570	10.98
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	976	4.17

-8	Unit non-response	222	0.95
-9	Missing	320	1.37
TOTALS		23,415	100.00

Variable Name: C2PCTEXAMPREP

Record #1, Position: 10341 - 10342, Format: N2.

Variable Label: C2 B22D % 11/12 graders provided assistance w/ college entrance exam preparation

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college entrance exam services offered by your school?

Providing assistance with exam preparation such as offering test-preparation classes or providing study materials

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those programs offered by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with college entrance exams.

Code	Value Label	Frequency	Percentage
1	5% or less	1,291	5.51
2	6-10%	2,491	10.64
3	11-24%	3,936	16.81
4	25-49%	3,569	15.24
5	50-74%	2,643	11.29
6	75-100%	3,169	13.53
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,845	7.88
-8	Unit non-response	222	0.95
-9	Missing	322	1.38
TOTALS		23,415	100.00

Variable Name: C2CLGFAIR

Record #1, Position: 10343 - 10344, Format: N2.

Variable Label: C2 B23A School holds or participates in college fairs

Variable Description:

- In which of the following ways does [school name] assist students with identifying and applying to colleges, universities, or schools that provide occupational training?

Holding or participating in college fairs

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1CLGFAIR.

Code	Value Label	Frequency	Percentage
0	No	1,602	6.84
1	Yes	17,565	75.02
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	99	0.42
TOTALS		23,415	100.00



Variable Name: C2INFOSESSN

Record #1, Position: 10345 - 10346, Format: N2.

Variable Label: C2 B23B School holds college information sessions

Variable Description:

- In which of the following ways does [school name] assist students with identifying and applying to colleges, universities, or schools that provide occupational training?

Holding information sessions for students and parents

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Crossround Note: This variable is a repeat of the BY variable C1INFOSESSN.

Code	Value Label	Frequency	Percentage
0	No	1,199	5.12
1	Yes	17,968	76.74
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	99	0.42
TOTALS		23,415	100.00

Variable Name: C2CLGAPPS

Record #1, Position: 10347 - 10348, Format: N2.

Variable Label: C2 B23C School helps with completing college applications

Variable Description:

- In which of the following ways does [school name] assist students with identifying and applying to colleges, universities, or schools that provide occupational training?

Assisting students with completing college or university applications

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	627	2.68
1	Yes	18,523	79.11
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	116	0.50
TOTALS		23,415	100.00

Variable Name: C2CLGINFO

Record #1, Position: 10349 - 10350, Format: N2.

Variable Label: C2 B23D School provides access to information on colleges

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [school name] assist students with identifying and applying to colleges, universities, or schools that provide occupational training?

Providing access to information about colleges or universities

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2CLGSELECT

Record #1, Position: 10351 - 10352, Format: N2.

Variable Label: C2 B23E School helps with selecting colleges to apply to

Variable Description:

- In which of the following ways does [school name] assist students with identifying and applying to colleges, universities, or schools that provide occupational training?

Helping students identify criteria for selecting colleges to which to apply such as majors offered, cost, or entry requirements

1=Yes

0=No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	313	1.34
1	Yes	18,833	80.43
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: C2PCTFAIR

Record #1, Position: 10353 - 10354, Format: N2.

Variable Label: C2 B24A % 11/12 graders attended college fairs

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college identification and application services offered by [school name]?

Holding or participating in college fairs

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and for item wording, only the assistance to students offered by the school that the respondent reported in the previous question was displayed.

Administered To: First follow-up respondents whose schools assist students with identifying and applying to colleges, universities, or schools that provide occupational training.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	446	1.90
2	6-10%	1,143	4.88
3	11-24%	2,267	9.68
4	25-49%	3,972	16.96
5	50-74%	4,546	19.41
6	75-100%	5,058	21.60
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,602	6.84
-8	Unit non-response	222	0.95
-9	Missing	232	0.99

TOTALS		23,415	100.00
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Variable Name: C2PCTSESSN

Record #1, Position: 10355 - 10356, Format: N2.

Variable Label: C2 B24B % 11/12 graders attended college information sessions

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college identification and application services offered by [school name]?

Holding information sessions for students and parents

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and for item wording, only the assistance to students offered by the school that the respondent reported in the previous question was displayed.

Administered To: First follow-up respondents whose schools assist students with identifying and applying to colleges, universities, or schools that provide occupational training.

Code	Value Label	Frequency	Percentage
1	5% or less	685	2.93
2	6-10%	1,592	6.80
3	11-24%	3,770	16.10
4	25-49%	4,905	20.95
5	50-74%	3,271	13.97
6	75-100%	3,514	15.01
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,199	5.12
-8	Unit non-response	222	0.95
-9	Missing	330	1.41
TOTALS		23,415	100.00

Variable Name: C2PCTAPPS

Record #1, Position: 10357 - 10358, Format: N2.

Variable Label: C2 B24C % 11/12 graders assisted w/ completing college applications

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college identification and application services offered by [school name]?

Assisting students with completing college or university applications

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and for item wording, only the assistance to students offered by the school that the respondent reported in the previous question was displayed.

Administered To: First follow-up respondents whose schools assist students with identifying and applying to colleges, universities, or schools that provide occupational training.

Code	Value Label	Frequency	Percentage
1	5% or less	501	2.14
2	6-10%	2,092	8.93
3	11-24%	3,262	13.93

4	25-49%	4,071	17.39
5	50-74%	4,317	18.44
6	75-100%	4,042	17.26
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	627	2.68
-8	Unit non-response	222	0.95
-9	Missing	354	1.51
TOTALS		23,415	100.00

Variable Name: C2PCTINFO

Record #1, Position: 10359 - 10360, Format: N2.

Variable Label: C2 B24D % 11/12 graders provided w/ college information

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college identification and application services offered by [school name]?

Providing access to information about colleges or universities

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and for item wording, only the assistance to students offered by the school that the respondent reported in the previous question was displayed.

Administered To: First follow-up respondents whose schools assist students with identifying and applying to colleges, universities, or schools that provide occupational training.

Code	Value Label	Frequency	Percentage
1	5% or less	163	0.70
2	6-10%	744	3.18
3	11-24%	2,472	10.56
4	25-49%	3,724	15.90
5	50-74%	4,864	20.77
6	75-100%	6,795	29.02
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	110	0.47
-8	Unit non-response	222	0.95
-9	Missing	394	1.68
TOTALS		23,415	100.00

Variable Name: C2PCTSELECT

Record #1, Position: 10361 - 10362, Format: N2.

Variable Label: C2 B24E % 11/12 graders helped w/ selecting colleges

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college identification and application services offered by [school name]?

Helping students identify criteria for selecting colleges to apply to (such as majors offered, cost, entry requirements)

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and for item wording, only the assistance to students offered by the school that the respondent reported in the previous question was displayed.

Administered To: First follow-up respondents whose schools assist students with identifying and applying to colleges, universities, or schools that provide occupational training.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	396	1.69
2	6-10%	1,392	5.94
3	11-24%	2,840	12.13
4	25-49%	3,581	15.29
5	50-74%	4,536	19.37
6	75-100%	5,838	24.93
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	313	1.34
-8	Unit non-response	222	0.95
-9	Missing	370	1.58
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2AIDPROCESS

Record #1, Position: 10363 - 10364, Format: N2.

Variable Label: C2 B25A School holds meetings on FAFSA process

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Offering informational meetings about the FAFSA (Free Application for Financial Student Aid) process

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	1,154	4.93
1	Yes	18,016	76.94
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	96	0.41
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2AIDFAFSA

Record #1, Position: 10365 - 10366, Format: N2.

Variable Label: C2 B25B School assists with completing FAFSA

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Assisting students and families with completing the FAFSA

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,049	21.56
1	Yes	14,092	60.18
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	125	0.53

TOTALS		23,415	100.00
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Variable Name: C2AIDCOMPUTER

Record #1, Position: 10367 - 10368, Format: N2.

Variable Label: C2 B25C School provides computer access for completing FAFSA

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Providing computer access for completing the FAFSA

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	5,122	21.87
1	Yes	14,023	59.89
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	121	0.52
TOTALS		23,415	100.00

Variable Name: C2AIDDEADLINE

Record #1, Position: 10369 - 10370, Format: N2.

Variable Label: C2 B25D School sends reminders of FAFSA deadlines

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Sending out reminders of FAFSA deadlines

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	4,877	20.83
1	Yes	14,275	60.97
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	114	0.49
TOTALS		23,415	100.00

Variable Name: C2AIDOTHAPP

Record #1, Position: 10371 - 10372, Format: N2.

Variable Label: C2 B25E School assists with non-FAFSA financial aid applications

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Assisting with completing financial aid applications other than the FAFSA such as scholarships, loans, or grants

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	3,069	13.11
1	Yes	16,072	68.64
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	125	0.53
TOTALS		23,415	100.00

Variable Name: C2AIDSOURCE

Record #1, Position: 10373 - 10374, Format: N2.

Variable Label: C2 B25F School offers meetings on sources of financial aid

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Offering informational meetings on sources of financial aid such as scholarships, loans, or grants

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,038	8.70
1	Yes	17,076	72.93
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	152	0.65
TOTALS		23,415	100.00

Variable Name: C2AIDCNSL

Record #1, Position: 10375 - 10376, Format: N2.

Variable Label: C2 B25G School offers individual counseling to identify financial aid

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Offering individual counseling sessions to help students identify possible sources of financial aid

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	3,426	14.63
1	Yes	15,744	67.24
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	96	0.41
TOTALS		23,415	100.00

Variable Name: C2AIDFLYER

Record #1, Position: 10377 - 10378, Format: N2.

Variable Label: C2 B25H School provides flyers/pamphlets on financial aid

Variable Description:

- In which of the following ways does your school assist with college financial aid preparation?

Making information about financial aid available for students to explore on their own, such as flyers and pamphlets

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	674	2.88
1	Yes	18,436	78.74
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	156	0.67
TOTALS		23,415	100.00

Variable Name: C2PCTPROCESS

Record #1, Position: 10379 - 10380, Format: N2.

Variable Label: C2 B26A % 11/12 graders attending meetings on FAFSA process

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Offering informational meetings about the FAFSA (Free Application for Financial Student Aid) process

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	1,139	4.86
2	6-10%	2,308	9.86
3	11-24%	4,365	18.64
4	25-49%	5,068	21.64
5	50-74%	3,148	13.44
6	75-100%	1,644	7.02
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,154	4.93
-8	Unit non-response	222	0.95
-9	Missing	440	1.88
TOTALS		23,415	100.00

Variable Name: C2PCTFAFSA

Record #1, Position: 10381 - 10382, Format: N2.

Variable Label: C2 B26B % 11/12 graders provided computer access for completing FAFSA

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Assisting students and families with completing the FAFSA

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	2,538	10.84
2	6-10%	3,423	14.62
3	11-24%	3,416	14.59
4	25-49%	2,289	9.78
5	50-74%	1,226	5.24
6	75-100%	821	3.51
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,049	21.56



-8	Unit non-response	222	0.95
-9	Missing	504	2.15
TOTALS		23,415	100.00

Variable Name: C2PCTCOMPUTER

Record #1, Position: 10383 - 10384, Format: N2.

Variable Label: C2 B26C % 11/12 graders used computer access for completing FAFSA

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Providing computer access for completing the FAFSA

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	3,971	16.96
2	6-10%	3,278	14.00
3	11-24%	2,635	11.25
4	25-49%	1,729	7.38
5	50-74%	1,069	4.57
6	75-100%	1,027	4.39
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,122	21.87
-8	Unit non-response	222	0.95
-9	Missing	435	1.86
TOTALS		23,415	100.00

Variable Name: C2PCTDEADLINE

Record #1, Position: 10385 - 10386, Format: N2.

Variable Label: C2 B26D % 11/12 graders sent reminders of FAFSA deadlines

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Sending out reminders of FAFSA deadlines

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	655	2.80
2	6-10%	1,358	5.80
3	11-24%	2,036	8.70
4	25-49%	2,334	9.97

5	50-74%	2,676	11.43
6	75-100%	4,775	20.39
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,877	20.83
-8	Unit non-response	222	0.95
-9	Missing	555	2.37
TOTALS		23,415	100.00

Variable Name: C2PCTOTHAPP

Record #1, Position: 10387 - 10388, Format: N2.

Variable Label: C2 B26E % 11/12 graders assisted w/ non-FAFSA financial aid applications

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Assisting with completing financial aid applications other than the FAFSA such as scholarships, loans, or grants

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	2,122	9.06
2	6-10%	3,423	14.62
3	11-24%	3,635	15.52
4	25-49%	3,072	13.12
5	50-74%	2,289	9.78
6	75-100%	1,033	4.41
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,069	13.11
-8	Unit non-response	222	0.95
-9	Missing	623	2.66
TOTALS		23,415	100.00

Variable Name: C2PCTSOURCE

Record #1, Position: 10389 - 10390, Format: N2.

Variable Label: C2 B26F % 11/12 graders attended meetings on sources of financial aid

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Offering informational meetings on sources of financial aid such as scholarships, loans, or grants

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
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1	5% or less	1,164	4.97
2	6-10%	2,593	11.07
3	11-24%	3,910	16.70
4	25-49%	3,914	16.72
5	50-74%	2,976	12.71
6	75-100%	2,138	9.13
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,038	8.70
-8	Unit non-response	222	0.95
-9	Missing	533	2.28
TOTALS		23,415	100.00

Variable Name: C2PCTCNSL

Record #1, Position: 10391 - 10392, Format: N2.

Variable Label: C2 B26G % 11/12 graders received individual counseling to identify financial aid

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Offering individual counseling sessions to help students identify possible sources of financial aid

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	1,604	6.85
2	6-10%	3,051	13.03
3	11-24%	3,244	13.85
4	25-49%	2,980	12.73
5	50-74%	2,582	11.03
6	75-100%	1,975	8.43
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,426	14.63
-8	Unit non-response	222	0.95
-9	Missing	404	1.73
TOTALS		23,415	100.00

Variable Name: C2PCTFLYER

Record #1, Position: 10393 - 10394, Format: N2.

Variable Label: C2 B26H % 11/12 graders received flyers/pamphlets on financial aid

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?

Making information about financial aid available for students to explore on their own, such as flyers and pamphlets

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those ways the school assists that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist with financial aid preparation.

Code	Value Label	Frequency	Percentage
1	5% or less	672	2.87
2	6-10%	1,365	5.83
3	11-24%	3,086	13.18
4	25-49%	3,804	16.25
5	50-74%	3,845	16.42
6	75-100%	5,296	22.62
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	674	2.88
-8	Unit non-response	222	0.95
-9	Missing	524	2.24
TOTALS		23,415	100.00

Variable Name: C2PERSISTYR1

Record #1, Position: 10395 - 10396, Format: N2.

Variable Label: C2 B27 % of high school's college enrollees persisted past 1st year

Comment: Less than 25% grouped as one category on the public use file.

Variable Description:

- What percentage of students who enroll in college after graduation from [school name] persist past their first year in college?

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

7=Your school does not collect this information

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
3	Less than 25%	909	3.88
4	25-49%	1,657	7.08
5	50-74%	2,736	11.68
6	75-100%	3,592	15.34
7	School does not collect this information	9,993	42.68
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	379	1.62
TOTALS		23,415	100.00

Variable Name: C2JOBCAREER

Record #1, Position: 10397 - 10398, Format: N2.

Variable Label: C2 B28A School provides information about careers

Variable Description:

- Which of the following steps is your school taking during the 2011-2012 school year to assist students with the transition from high school to work?

Providing information about careers such as career awareness activities, job fairs, career nights, or career mentors

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,472	23.37
1	Yes	13,674	58.40
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	120	0.51
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2JOBAPTITUDE

Record #1, Position: 10399 - 10400, Format: N2.

Variable Label: C2 B28B School provides information about career aptitude

Variable Description:

- Which of the following steps is your school taking during the 2011-2012 school year to assist students with the transition from high school to work?

Providing information about career aptitude such as career interest inventories, vocational aptitude tests, or skills assessments

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	2,573	10.99
1	Yes	16,529	70.59
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	164	0.70
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2JOBEXP

Record #1, Position: 10401 - 10402, Format: N2.

Variable Label: C2 B28C School provides work experience opportunities

Variable Description:

- Which of the following steps is your school taking during the 2011-2012 school year to assist students with the transition from high school to work?

Providing work experience opportunities such as internships, work study, job site visits, job shadowing, or school based enterprises

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	5,857	25.01
1	Yes	13,289	56.75
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	120	0.51
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2JOBSEEK

Record #1, Position: 10403 - 10404, Format: N2.

Variable Label: C2 B28D School provides training in job seeking or interviewing skills

Variable Description:

- Which of the following steps is your school taking during the 2011-2012 school year to assist students with the transition from high school to work?

Providing training in job seeking or interviewing skills

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	8,735	37.31
1	Yes	10,411	44.46
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	120	0.51
TOTALS		23,415	100.00

Variable Name: C2PCTCAREER

Record #1, Position: 10405 - 10406, Format: N2.

Variable Label: C2 B29A % 11/12 graders received information about careers

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these work preparation services offered by your school?

Providing information about careers such as career awareness activities, job fairs, career nights, or career mentors

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those steps taken by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	715	3.05
2	6-10%	1,506	6.43
3	11-24%	2,836	12.11
4	25-49%	2,789	11.91
5	50-74%	2,747	11.73
6	75-100%	2,960	12.64
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,472	23.37
-8	Unit non-response	222	0.95
-9	Missing	241	1.03
TOTALS		23,415	100.00

Variable Name: C2PCTAPTITUDE

Record #1, Position: 10407 - 10408, Format: N2.

Variable Label: C2 B29B % 11/12 graders received information about career aptitude

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these work preparation services offered by your school?

Providing information about career aptitude such as career interest inventories, vocational aptitude tests, or skills assessments

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those steps taken by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
1	5% or less	996	4.25
2	6-10%	1,787	7.63
3	11-24%	2,991	12.77
4	25-49%	2,945	12.58
5	50-74%	3,185	13.60
6	75-100%	4,360	18.62
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,573	10.99
-8	Unit non-response	222	0.95
-9	Missing	429	1.83
TOTALS		23,415	100.00

Variable Name: C2PCTEXP

Record #1, Position: 10409 - 10410, Format: N2.

Variable Label: C2 B29C % 11/12 graders received work experience opportunities

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these work preparation services offered by your school?

Providing work experience opportunities such as internships, work study, job site visits, job shadowing, school based enterprises

1=5% or less

2=6-10%

3=11-24%

4=25-49%

5=50-74%

6=75-100%

Note: Item wording was customized in the survey instrument such that only those steps taken by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
1	5% or less	1,905	8.14
2	6-10%	3,017	12.88
3	11-24%	3,661	15.64
4	25-49%	2,170	9.27
5	50-74%	1,456	6.22
6	75-100%	834	3.56
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	5,857	25.01
-8	Unit non-response	222	0.95
-9	Missing	366	1.56
TOTALS		23,415	100.00

Variable Name: C2PCTSEEK

Record #1, Position: 10411 - 10412, Format: N2.

Variable Label: C2 B29D % 11/12 graders received training in job seeking or interviewing skills

Variable Description:

- During the 2011-2012 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these work preparation services offered by your school?

Providing training in job seeking or interviewing skills

1=5% or less

2=6-10%

3=11-24%  
 4=25-49%  
 5=50-74%  
 6=75-100%

Note: Item wording was customized in the survey instrument such that only those steps taken by the school that the respondent reported in the previous question were displayed.

Administered To: First follow-up respondents whose schools assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
1	5% or less	1,280	5.47
2	6-10%	2,316	9.89
3	11-24%	2,219	9.48
4	25-49%	1,637	6.99
5	50-74%	1,248	5.33
6	75-100%	1,497	6.39
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	8,735	37.31
-8	Unit non-response	222	0.95
-9	Missing	334	1.43
TOTALS		23,415	100.00

Variable Name: C2EMPLINKS

Record #1, Position: 10413 - 10414, Format: N2.

Variable Label: C2 B30 School has linkages with local employers

Variable Description:

- Does your school have formal or informal linkages with local employers to aid in student preparation for the transition to work?

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	11,378	48.59
1	Yes	7,529	32.15
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	359	1.53
TOTALS		23,415	100.00

Variable Name: C2UPMSAME

Record #1, Position: 10415 - 10416, Format: N2.

Variable Label: C2 C01 After grade 9 all students in same grade placed in same math course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same mathematics course sequence? If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods, please answer "yes."

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	15,563	66.47
1	Yes	3,612	15.43
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95



-9	Missing	91	0.39
TOTALS		23,415	100.00

Variable Name: C2UPMGRD

Record #1, Position: 10417 - 10418, Format: N2.

Variable Label: C2 C02A Importance of prior grades for 10th-12th grade math placement

Comment: "Not applicable" recoded with "Missing" and "Not at all important" recoded with "Somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Prior grades including grades from a prerequisite class

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
2	Not at all to somewhat important	1,593	6.80
3	Very important	13,834	59.08
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	227	0.97
TOTALS		23,415	100.00

Variable Name: C2UPMEOGEXAM

Record #1, Position: 10419 - 10420, Format: N2.

Variable Label: C2 C02B Importance of district/state end-of-yr exam for 10-12 math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Results of district or state end-of-year or end-of-course exams

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	1,433	6.12
2	Somewhat important	6,274	26.79
3	Very important	5,715	24.41
4	Not applicable	2,032	8.68
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	200	0.85
TOTALS		23,415	100.00

Variable Name: C2UPMTEST

Record #1, Position: 10421 - 10422, Format: N2.

Variable Label: C2 C02C Importance of placement tests for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Results of placement tests

- 1=Not at all important
- 2=Somewhat important
- 3=Very important
- 4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	2,066	8.82
2	Somewhat important	4,669	19.94
3	Very important	5,009	21.39
4	Not applicable	3,705	15.82
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	205	0.88
TOTALS		23,415	100.00

Variable Name: C2UPMPSAT

Record #1, Position: 10423 - 10424, Format: N2.

Variable Label: C2 C02D Importance of PSAT scores for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Results of PSAT scores

- 1=Not at all important
- 2=Somewhat important
- 3=Very important
- 4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	7,223	30.85
2	Somewhat important	4,249	18.15
3	Very important	1,033	4.41
4	Not applicable	2,925	12.49
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	224	0.96
TOTALS		23,415	100.00

Variable Name: C2UPMTEACHER

Record #1, Position: 10425 - 10426, Format: N2.

Variable Label: C2 C02E Importance of teacher's recommendation for 10-12th math placement

Comment: "Not applicable" recoded with "Missing" and "Not at all important" recoded with "Somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Previous year's teacher recommendation

- 1=Not at all important
- 2=Somewhat important
- 3=Very important
- 4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all to somewhat important	4,640	19.82
3	Very important	10,704	45.71
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	310	1.32
TOTALS		23,415	100.00

Variable Name: C2UPMSTUPAR

Record #1, Position: 10427 - 10428, Format: N2.

Variable Label: C2 C02F Importance of student/parent choice for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Student, parent, or guardian selection

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	418	1.79
2	Somewhat important	5,608	23.95
3	Very important	9,158	39.11
4	Not applicable	242	1.03
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	228	0.97
TOTALS		23,415	100.00

Variable Name: C2UPMEDPLAN

Record #1, Position: 10429 - 10430, Format: N2.

Variable Label: C2 C02G Importance of career/education plan for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Student written graduation, career, or education plan

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,322	9.92
2	Somewhat important	5,607	23.95
3	Very important	5,343	22.82
4	Not applicable	2,125	9.08

-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	257	1.10
TOTALS		23,415	100.00

Variable Name: C2UPMSCHEDULE

Record #1, Position: 10431 - 10432, Format: N2.

Variable Label: C2 C02H Importance of master schedule for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

Master schedule considerations

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	5,712	24.39
2	Somewhat important	6,206	26.50
3	Very important	2,342	10.00
4	Not applicable	1,225	5.23
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	169	0.72
TOTALS		23,415	100.00

Variable Name: C2UPMGRADREQ

Record #1, Position: 10433 - 10434, Format: N2.

Variable Label: C2 C02I Importance of graduation requirements for 10-12th math placement

Comment: "Not applicable" recoded with "Missing" and "Not at all important" recoded with "Somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

High school graduation requirements

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
2	Not at all to somewhat important	1,430	6.11
3	Very important	14,015	59.85
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	209	0.89
TOTALS		23,415	100.00

Variable Name: C2UPMCLGREQ

Record #1, Position: 10435 - 10436, Format: N2.

Variable Label: C2 C02J Importance of college entry requirements for 10-12th math placement

Comment: "Not applicable" recoded with "Missing" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in mathematics courses?

College entrance requirements

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same mathematics course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	425	1.82
2	Somewhat important	3,021	12.90
3	Very important	11,848	50.60
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	3,612	15.43
-8	Unit non-response	222	0.95
-9	Missing	360	1.54
TOTALS		23,415	100.00

Variable Name: C2UPSSAME

Record #1, Position: 10437 - 10438, Format: N2.

Variable Label: C2 C03 After grade 9 all students in same grade placed in same science course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same science course sequence? If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods, please answer "yes."

1=Yes

0=No

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	14,666	62.64
1	Yes	4,509	19.26
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	91	0.39
TOTALS		23,415	100.00

Variable Name: C2UPSGRD

Record #1, Position: 10439 - 10440, Format: N2.

Variable Label: C2 C04A Importance of prior grades for 10th-12th grade science placement

Comment: "Not applicable" recoded with "Missing" and "Not at all important" recoded with "Somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Prior grades including grades from a prerequisite class

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all to somewhat important	2,421	10.34
3	Very important	12,100	51.68
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	236	1.01
TOTALS		23,415	100.00

Variable Name: C2UPSEOGEXAM

Record #1, Position: 10441 - 10442, Format: N2.

Variable Label: C2 C04B Importance of district/state end-of-yr exam for 10-12 science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Results of district or state end-of-year or end-of-course exams

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	2,260	9.65
2	Somewhat important	5,830	24.90
3	Very important	4,175	17.83
4	Not applicable	2,318	9.90
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	174	0.74
TOTALS		23,415	100.00

Variable Name: C2UPSTEST

Record #1, Position: 10443 - 10444, Format: N2.

Variable Label: C2 C04C Importance of placement tests for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Results of placement tests

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	3,017	12.88
2	Somewhat important	4,110	17.55
3	Very important	3,043	13.00
4	Not applicable	4,313	18.42
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26

-8	Unit non-response	222	0.95
-9	Missing	274	1.17
TOTALS		23,415	100.00

Variable Name: C2UPSPSAT

Record #1, Position: 10445 - 10446, Format: N2.

Variable Label: C2 C04D Importance of PSAT scores for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Results of PSAT scores

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	6,897	29.46
2	Somewhat important	3,640	15.55
3	Very important	776	3.31
4	Not applicable	3,044	13.00
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	400	1.71
TOTALS		23,415	100.00

Variable Name: C2UPSTEACHER

Record #1, Position: 10447 - 10448, Format: N2.

Variable Label: C2 C04E Importance of teacher's recommendation for 10-12th science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Previous year's teacher recommendation

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	400	1.71
2	Somewhat important	4,856	20.74
3	Very important	9,056	38.68
4	Not applicable	236	1.01
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	209	0.89
TOTALS		23,415	100.00

Variable Name: C2UPSSTUPAR

Record #1, Position: 10449 - 10450, Format: N2.

Variable Label: C2 C04F Importance of student/parent choice for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Student, parent, or guardian selection

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	327	1.40
2	Somewhat important	4,934	21.07
3	Very important	9,112	38.92
4	Not applicable	178	0.76
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	206	0.88
TOTALS		23,415	100.00

Variable Name: C2UPSEDPLAN

Record #1, Position: 10451 - 10452, Format: N2.

Variable Label: C2 C04G Importance of career/education plan for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Student written graduation, career, and/or education plan

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

Code	Value Label	Frequency	Percentage
1	Not at all important	1,776	7.58
2	Somewhat important	4,992	21.32
3	Very important	5,891	25.16
4	Not applicable	1,874	8.00
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	224	0.96
TOTALS		23,415	100.00

Variable Name: C2UPSSCHEDULE

Record #1, Position: 10453 - 10454, Format: N2.

Variable Label: C2 C04H Importance of master schedule for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

Master schedule considerations

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable



Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	4,677	19.97
2	Somewhat important	6,331	27.04
3	Very important	2,434	10.40
4	Not applicable	1,098	4.69
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	217	0.93
TOTALS		23,415	100.00

Variable Name: C2UPSGRADREQ

Record #1, Position: 10455 - 10456, Format: N2.

Variable Label: C2 C04I Importance of graduation requirements for 10-12th science placement

Comment: "Not applicable" recoded with "Missing" and "Not at all important" recoded with "Somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

High school graduation requirements

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all to somewhat important	1,518	6.48
3	Very important	12,894	55.07
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	345	1.47
TOTALS		23,415	100.00

Variable Name: C2UPSCLGREQ

Record #1, Position: 10457 - 10458, Format: N2.

Variable Label: C2 C04J Importance of college entry requirements for 10-12th science placement

Variable Description:

- How important is each of the following factors in placing typical 10th through 12th grade students in science courses?

College entrance requirements

1=Not at all important

2=Somewhat important

3=Very important

4=Not applicable

Administered To: First follow-up respondents whose high school students within the same grade are not all placed in the same science course sequence after 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	384	1.64
2	Somewhat important	3,138	13.40
3	Very important	10,803	46.14

4	Not applicable	201	0.86
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	4,509	19.26
-8	Unit non-response	222	0.95
-9	Missing	231	0.99
TOTALS		23,415	100.00

Variable Name: C2CALCONSITE

Record #1, Position: 10459 - 10460, Format: N2.

Variable Label: C2 C05A Calculus is offered on-site

Variable Description:

- Which of the following courses are offered to students enrolled in your high school?

Calculus, not including pre-calculus, is offered on-site at your high school.

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	1,692	7.23
1	Yes	17,378	74.22
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	196	0.84
TOTALS		23,415	100.00

Variable Name: C2CALCOFFSITE

Record #1, Position: 10461 - 10462, Format: N2.

Variable Label: C2 C05B Calculus is offered off-site

Variable Description:

- Which of the following courses are offered to students enrolled in your high school?

Calculus, not including pre-calculus, is offered off-site at your high school such as at an area career/technical school or online.

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	13,781	58.86
1	Yes	5,186	22.15
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	299	1.28
TOTALS		23,415	100.00

Variable Name: C2PHYSONSITE

Record #1, Position: 10463 - 10464, Format: N2.

Variable Label: C2 C05C Physics is offered on-site

Variable Description:

- Which of the following courses are offered to students enrolled in your high school?

Physics is offered on-site at your high school.

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	1,146	4.89

1	Yes	17,989	76.83
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	131	0.56
TOTALS		23,415	100.00

Variable Name: C2PHYSOFFSITE

Record #1, Position: 10465 - 10466, Format: N2.

Variable Label: C2 C05D Physics is offered off-site

Variable Description:

- Which of the following courses are offered to students enrolled in your high school?

Physics is offered off-site at your high school such as at an area career/technical school or online.

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	14,140	60.39
1	Yes	4,764	20.35
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	362	1.55
TOTALS		23,415	100.00

Variable Name: C2PCTCALC

Record #1, Position: 10467 - 10469, Format: N3.

Variable Label: C2 C06A % 12th graders who have taken calculus

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of the current 12th-graders in [school name] will have taken the following courses by the end of the 2011-2012 school year?

(Please use whole numbers.)

Calculus, not including pre-calculus %

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	0 - 90	17,939	76.61
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,327	5.67
TOTALS		23,415	100.00

Variable Name: C2PCTPHYS

Record #1, Position: 10470 - 10472, Format: N3.

Variable Label: C2 C06B % 12th graders who have taken physics

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of the current 12th-graders in [school name] will have taken the following courses by the end of the 2011-2012 school year?

(Please use whole numbers.)

Physics

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 100	17,804	76.04
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,462	6.24
TOTALS		23,415	100.00

Variable Name: C2NUMAP

Record #1, Position: 10473 - 10474, Format: N2.

Variable Label: C2 C07 Number of AP courses offered

Comment: Values of 0 recoded as 1 and values greater than 23 recoded as 23 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different AP courses are offered at your school across all subjects? (Count multiple sections of the same course as one course.)  
courses

Administered To: First follow-up respondents whose schools offer Advance Placement (AP) courses.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1 - 23	17,200	73.46
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,772	7.57
-8	Unit non-response	222	0.95
-9	Missing	294	1.26
TOTALS		23,415	100.00

Variable Name: C2NUMAPSCI

Record #1, Position: 10475 - 10476, Format: N2.

Variable Label: C2 C08A Number of AP science courses offered

Comment: Values greater than 6 recoded as 6 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different AP science, mathematics, and computer science courses are offered at your school?

(Count multiple sections of the same course as one course.)

AP science courses

Administered To: First follow-up respondents whose schools offered Advance Placement (AP) courses in science, mathematics, or computer science in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 6	16,648	71.10
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,893	8.08
-8	Unit non-response	222	0.95
-9	Missing	725	3.10
TOTALS		23,415	100.00

Variable Name: C2NUMAPMATH

Record #1, Position: 10477 - 10478, Format: N2.

Variable Label: C2 C08B Number of AP math courses offered

Comment: Values greater than 4 recoded as 4 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different AP science, mathematics, and computer science courses are offered at your school?

(Count multiple sections of the same course as one course.)

AP mathematics courses

Administered To: First follow-up respondents whose schools offered Advance Placement (AP) courses in science, mathematics, or computer science in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 4	16,877	72.08
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,893	8.08
-8	Unit non-response	222	0.95
-9	Missing	496	2.12
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2NUMAPCOMP

Record #1, Position: 10479 - 10480, Format: N2.

Variable Label: C2 C08C Number of AP computer science courses offered

Comment: Values greater than 2 recoded as 2 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different AP science, mathematics, and computer science courses are offered at your school?

(Count multiple sections of the same course as one course.)

AP computer science courses

Administered To: First follow-up respondents whose schools offered Advance Placement (AP) courses in science, mathematics, or computer science in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 2	15,797	67.47
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,893	8.08
-8	Unit non-response	222	0.95
-9	Missing	1,576	6.73
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2PCTAP

Record #1, Position: 10481 - 10483, Format: N3.

Variable Label: C2 C09 % 12th graders who have taken in AP course(s)

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of 12th-graders in [high school] have taken or are currently enrolled in at least one Advanced Placement (AP) course?

%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offered Advance Placement (AP) courses in science, mathematics, or computer science in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1 - 90	15,654	66.85
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	1,893	8.08
-8	Unit non-response	222	0.95
-9	Missing	1,719	7.34
<b>TOTALS</b>		<b>23,415</b>	<b>100.00</b>

Variable Name: C2NUMAPEXAM

Record #1, Position: 10484 - 10487, Format: N4.

Variable Label: C2 C10 Number of AP exams taken by 9th-12th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many AP exams were taken during the 2010-2011 school year by students in grades 9-12 in [school name]? A student may take multiple exams, and would be counted as many times as the number of exams taken.

exams

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offered Advance Placement (AP) courses in science, mathematics, or computer science in the 2011-12 school year.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2NUMAP3PLUS

Record #1, Position: 10488 - 10491, Format: N4.

Variable Label: C2 C11 Number of AP exam scores that were 3 or higher

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the AP exams taken during the 2010-2011 school year by the students in grades 9-12 in [school name], how many exams received a score of 3 or higher?

exams

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools had student(s) take Advance Placement (AP) exams in science, mathematics, or computer science in the 2011-12 school year.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2PCTEQUITY

Record #1, Position: 10492 - 10497, Format: N6.2

Variable Label: C2 C12A Equity and Excellence percentage

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What is your 2010-2011 school "Equity and Excellence" percentage? This can be found after "Graduating Class Summary" on the summary page of your AP grade report.

%

Administered To: First follow-up respondents whose schools had student(s) take Advance Placement (AP) exams in science, mathematics, or computer science in the 2011-12 school year.

Code	Value Label	Frequency	Percentage
C	0 - 85	4,977	21.26
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,238	9.56
-8	Unit non-response	222	0.95
-9	Missing	12,051	51.47
TOTALS		23,415	100.00

Variable Name: C2NOAPREPORT

Record #1, Position: 10498 - 10499, Format: N2.

Variable Label: C2 C12B School did not receive an AP grade report

Variable Description:

- What is your 2010-2011 school "Equity and Excellence" percentage? This can be found after "Graduating Class Summary" on the summary page of your AP grade report.

My school did not receive an AP grade report

0=No

1=Yes

Administered To: First follow-up respondents whose schools had student(s) take Advance Placement (AP) exams in science, mathematics, or computer science in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	11,568	49.40
1	Yes	5,251	22.43
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	2,238	9.56
-8	Unit non-response	222	0.95
-9	Missing	209	0.89
TOTALS		23,415	100.00

Variable Name: C2NUMIB

Record #1, Position: 10500 - 10501, Format: N2.

Variable Label: C2 C13 Number of higher level IB courses offered

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different Higher Level IB courses are offered at your school across all subjects? (Count multiple sections of the same course as one course. Do not count Standard Level IB courses.)

IB courses

Administered To: First follow-up respondents whose schools offer the International Baccalaureate (IB) program (C2HAIBPRGM<>0).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 16	1,606	6.86
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	17,523	74.84
-8	Unit non-response	222	0.95
-9	Missing	137	0.59
TOTALS		23,415	100.00

Variable Name: C2NUMIBSCI

Record #1, Position: 10502 - 10503, Format: N2.

Variable Label: C2 C14A Number of higher level IB science courses offered

Comment: Values greater than 6 recoded as 6 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different Higher Level IB science and mathematics courses are offered at your school? (Count multiple sections of the same course as one course. Do not count Standard Level IB courses.)

IB science courses

Administered To: First follow-up respondents whose schools offered Higher Level International Baccalaureate (IB) courses in the 2011-12 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1 - 4	1,312	5.60
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	17,726	75.70
-8	Unit non-response	222	0.95
-9	Missing	228	0.97
TOTALS		23,415	100.00

Variable Name: C2NUMIBMATH

Record #1, Position: 10504 - 10505, Format: N2.

Variable Label: C2 C14B Number of higher level IB math courses offered

Comment: Values greater than 3 recoded as 3 on the public use file.

Variable Description:

- During the 2011-2012 school year, how many different Higher Level IB science and mathematics courses are offered at your school? (Count multiple sections of the same course as one course. Do not count Standard Level IB courses.)

IB mathematics courses  
Administered To: First follow-up respondents whose schools offered Higher Level International Baccalaureate (IB) courses in the 2011-12 school year.

Code	Value Label	Frequency	Percentage
C	0 - 3	1,258	5.37
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	17,726	75.70
-8	Unit non-response	222	0.95
-9	Missing	282	1.20
TOTALS		23,415	100.00

Variable Name: C2PCTIB

Record #1, Position: 10506 - 10507, Format: N2.

Variable Label: C2 C15 % 12th graders in IB program

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What percentage of 12th-graders in [school name] are [currently] enrolled in an International Baccalaureate (IB) program?  
%

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name", and if before September 1, 2012, the word "currently" appeared in the question.

Administered To: First follow-up respondents whose schools offer the International Baccalaureate (IB) program (C2HAIBPRGM<>0).

Code	Value Label	Frequency	Percentage
C	0 - 30	1,431	6.11
-6	Component not applicable	3,927	16.77
-7	Item legitimate skip/NA	17,523	74.84
-8	Unit non-response	222	0.95
-9	Missing	312	1.33
TOTALS		23,415	100.00

Variable Name: C2NUMIBEXAM

Record #1, Position: 10508 - 10511, Format: N4.

Variable Label: C2 C16 Number of IB exams taken by 9th-12th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many IB exams were taken during the 2010-2011 school year by the students in grades 9-12 in [school name]? Do not count IB theory of knowledge (TOK) or extended essay grades. A student may take multiple exams, and would be counted as many times as the number of exams taken.

exams

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offer the International Baccalaureate (IB) program (C2HAIBPRGM<>0).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2NUMIB4PLUS

Record #1, Position: 10512 - 10514, Format: N3.

Variable Label: C2 C17 Number of IB exam scores that were 4 or higher

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the IB exams taken during the 2010-2011 school year by the students in grades 9-12 in [school name], how many exams received a score of 4 or higher?



exams

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "school name".

Administered To: First follow-up respondents whose schools offer the International Baccalaureate (IB) program and had students in grades 9-12 take IB exams in the 2010-11 school year.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2NUMAPANDIB

Record #1, Position: 10515 - 10517, Format: N3.

Variable Label: C2 C18 Number of 9th-12th graders who have taken AP and IB exam

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- During the 2010-2011 school year, how many students in grades 9-12 took both an AP exam and an IB exam in the same subject?

students

Administered To: First follow-up respondents whose schools offer Advanced Placement (AP) courses and the International Baccalaureate (IB) program, and had students in grades 9-12 take IB exams in the 2010-11 school year..

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: C2NUMGRADS

Record #1, Position: 10518 - 10521, Format: N4.

Variable Label: C2 C19 Number of seniors graduated, 2010-2011

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- How many seniors graduated from your school in May or June of 2011? Do not count certificates of completion.

graduates

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	10 - 650	17,930	76.57
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,336	5.71
TOTALS		23,415	100.00

Variable Name: C2AVGSATREAD

Record #1, Position: 10522 - 10524, Format: N3.

Variable Label: C2 C20A Average SAT critical reading score

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What were the overall mean SAT scores for your school's class of 2011?

(This information can be found in the College Board College-Bound Seniors report sent to your school. The SAT Program uses the 200 to 800 point scale. If none of the students in this class took the SAT exam, please check the box. Please round to the nearest whole number.)

Critical reading:

Administered To: All first follow-up respondents.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	400 - 640	9,826	41.96
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95

-9	Missing	9,440	40.32
TOTALS		23,415	100.00

Variable Name: C2AVGSATMATH

Record #1, Position: 10525 - 10527, Format: N3.

Variable Label: C2 C20B Average SAT mathematics score

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What were the overall mean SAT scores for your school's class of 2011?

(This information can be found in the College Board College-Bound Seniors report sent to your school. The SAT Program uses the 200 to 800 point scale. If none of the students in this class took the SAT exam, please check the box. Please round to the nearest whole number.)

Mathematics:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	400 - 640	9,826	41.96
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	9,440	40.32
TOTALS		23,415	100.00

Variable Name: C2AVGSATWRIT

Record #1, Position: 10528 - 10530, Format: N3.

Variable Label: C2 C20C Average SAT writing score

Comment: Sparse values recoded to similar values on the public use file.

Variable Description:

- What were the overall mean SAT scores for your school's class of 2011?

(This information can be found in the College Board College-Bound Seniors report sent to your school. The SAT Program uses the 200 to 800 point scale. If none of the students in this class took the SAT exam, please check the box. Please round to the nearest whole number.)

Writing:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	400 - 640	9,482	40.50
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	9,784	41.79
TOTALS		23,415	100.00

Variable Name: C2AVGSATNONE

Record #1, Position: 10531 - 10532, Format: N2.

Variable Label: C2 C20D No students took SAT

Variable Description:

- What were the overall mean SAT scores for your school's class of 2011?

(This information can be found in the College Board College-Bound Seniors report sent to your school. The SAT Program uses the 200 to 800 point scale. If none of the students in this class took the SAT exam, please check the box. Please round to the nearest whole number.)

None of the students in this class took the SAT exam.

0=No

1=Yes

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	15,554	66.43
1	Yes	3,497	14.93

-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	215	0.92
TOTALS		23,415	100.00

Variable Name: C2AVGACTENG

Record #1, Position: 10533 - 10534, Format: N2.

Variable Label: C2 C21A Average ACT English score

Comment: Values less than 15 recoded as 15 and values greater than 27 recoded as 27 on the public use file.

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

English:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	15 - 27	8,220	35.11
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	11,046	47.17
TOTALS		23,415	100.00

Variable Name: C2AVGACTMATH

Record #1, Position: 10535 - 10536, Format: N2.

Variable Label: C2 C21B Average ACT mathematics score

Comment: Values less than 16 recoded as 16 and values greater than 27 recoded as 27 on the public use file.

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

Mathematics:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	16 - 27	8,242	35.20
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	11,024	47.08
TOTALS		23,415	100.00

Variable Name: C2AVGACTREAD

Record #1, Position: 10537 - 10538, Format: N2.

Variable Label: C2 C21C Average ACT reading score

Comment: Values less than 16 recoded as 16 and values greater than 26 recoded as 26 on the public use file.

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

Reading:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	16 - 27	8,171	34.90
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95

-9	Missing	11,095	47.38
TOTALS		23,415	100.00

Variable Name: C2AVGACTSCI

Record #1, Position: 10539 - 10540, Format: N2.

Variable Label: C2 C21D Average ACT science score

Comment: Values less than 16 recoded as 16 and values greater than 26 recoded as 26 on the public use file.

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

Science:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	16 - 26	8,151	34.81
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	11,115	47.47
TOTALS		23,415	100.00

Variable Name: C2AVGACTCOMP

Record #1, Position: 10541 - 10542, Format: N2.

Variable Label: C2 C21E Average ACT composite score

Comment: Values less than 16 recoded as 16 and values greater than 28 recoded as 28 on the public use file.

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

Composite score:

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
C	16 - 28	10,884	46.48
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	8,382	35.80
TOTALS		23,415	100.00

Variable Name: C2AVGACTNONE

Record #1, Position: 10543 - 10544, Format: N2.

Variable Label: C2 C21F No students took ACT

Variable Description:

- What was the average ACT score for your school's class of 2011?

(This information can be found on the ACT College Readiness Letter sent to your school. Scores range from 1 to 36. If none of the students in this class took the ACT exam, please check the box. Please round to the nearest whole number.)

None of the students in this class took the ACT exam.

0=No

1=Yes

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	17,772	75.90
1	Yes	1,295	5.53
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95

-9	Missing	199	0.85
TOTALS		23,415	100.00

Variable Name: C2STUSURVEY

Record #1, Position: 10545 - 10546, Format: N2.

Variable Label: C2 D01A Uses student survey to determine what students do after HS

Variable Description:

- Does your school use the following information sources to determine what students do after high school?

Student or alumni survey

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	9,009	38.48
1	Yes	9,371	40.02
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	886	3.78
TOTALS		23,415	100.00

Variable Name: C2DATABASE

Record #1, Position: 10547 - 10548, Format: N2.

Variable Label: C2 D01B Uses state/national database to determine what students do after HS

Variable Description:

- Does your school use the following information sources to determine what students do after high school?

A state or national database, such as the Statewide Longitudinal Data System or National Student Clearinghouse

1=Yes

0=No

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
0	No	14,548	62.13
1	Yes	3,689	15.75
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,029	4.39
TOTALS		23,415	100.00

Variable Name: C2FBREMEDIATION

Record #1, Position: 10549 - 10550, Format: N2.

Variable Label: C2 D02A Extent of feedback from colleges/schools on need for remediation

Variable Description:

- To what extent does your school receive feedback from schools that provide occupational training, 2-year community college, or 4-year college attended by your graduates in each of the following areas?

Student need for remediation

1=Not at all

2=Occasionally, but not systematically

3=Systematically

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	Not at all	10,048	42.91
2	Occasionally, but not systematically	7,024	30.00
3	Systematically	1,227	5.24

-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	967	4.13
TOTALS		23,415	100.00

Variable Name: C2FB1STYR

Record #1, Position: 10551 - 10552, Format: N2.

Variable Label: C2 D02B Extent of feedback from colleges/schools on persistence past 1st year

Variable Description:

- To what extent does your school receive feedback from schools that provide occupational training, 2-year community college, or 4-year college attended by your graduates in each of the following areas?

Student persistence past the first year

1=Not at all

2=Occasionally, but not systematically

3=Systematically

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	Not at all	10,160	43.39
2	Occasionally, but not systematically	6,903	29.48
3	Systematically	1,173	5.01
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,030	4.40
TOTALS		23,415	100.00

Variable Name: C2FBGRAD

Record #1, Position: 10553 - 10554, Format: N2.

Variable Label: C2 D02C Extent of feedback from colleges/schools on persistence past graduation

Variable Description:

- To what extent does your school receive feedback from schools that provide occupational training, 2-year community college, or 4-year college attended by your graduates in each of the following areas?

Student persistence to graduation

1=Not at all

2=Occasionally, but not systematically

3=Systematically

Administered To: All first follow-up respondents.

Code	Value Label	Frequency	Percentage
1	Not at all	10,721	45.79
2	Occasionally, but not systematically	6,227	26.59
3	Systematically	1,119	4.78
-6	Component not applicable	3,927	16.77
-8	Unit non-response	222	0.95
-9	Missing	1,199	5.12
TOTALS		23,415	100.00

Variable Name: X1TXMTH1

Record #1, Position: 10555 - 10561, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 1 of 5

Variable Description:

- Mathematics theta score multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-

estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.6802 - 3.125	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMTH2

Record #1, Position: 10562 - 10568, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 2 of 5

Variable Description:

- Mathematics theta score multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.8562 - 3.0283	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMTH3

Record #1, Position: 10569 - 10575, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 3 of 5

Variable Description:

- Mathematics theta score multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.9617 - 3.0283	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMTH4

Record #1, Position: 10576 - 10582, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 4 of 5

Variable Description:

- Mathematics theta score multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.5751 - 3.0283	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMTH5

Record #1, Position: 10583 - 10589, Format: N7.4

Variable Label: X1 Mathematics theta score - multiple imputation value 5 of 5

## Variable Description:

- Mathematics theta score multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X1TXMTH. The standardized form of the theta score is X1TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.8423 - 3.0974	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM1

Record #1, Position: 10590 - 10596, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 1 of 5

## Variable Description:

- Mathematics standard error of measurement multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.1294 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM2

Record #1, Position: 10597 - 10603, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 2 of 5

## Variable Description:

- Mathematics standard error of measurement multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0.1438 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM3

Record #1, Position: 10604 - 10610, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 3 of 5

## Variable Description:

- Mathematics standard error of measurement multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution



because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1241 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM4

Record #1, Position: 10611 - 10617, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 4 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1239 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMSEM5

Record #1, Position: 10618 - 10624, Format: N7.4

Variable Label: X1 Mathematics standard error of measurement - multiple imputation value 5 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X1TXMTH is the mean of X1TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X1TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.1501 - 0.6151	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES1

Record #1, Position: 10625 - 10631, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 1 of 5

Variable Description:

- This variables contain the imputed value (1 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.5332 - 2.8807	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES2

Record #1, Position: 10632 - 10638, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 2 of 5

Variable Description:

- This variables contain the imputed value (2 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.8885 - 2.8807	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES3

Record #1, Position: 10639 - 10645, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 3 of 5

Variable Description:

- This variables contain the imputed value (3 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.7627 - 2.9454	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES4

Record #1, Position: 10646 - 10652, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 4 of 5

Variable Description:

- This variables contain the imputed value (4 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9776 - 2.8807	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES5

Record #1, Position: 10653 - 10659, Format: N7.4

Variable Label: X1 Socio-economic status composite - multiple imputation value 5 of 5

Variable Description:

- This variables contain the imputed value (5 of 5) for X1SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES is the mean of X1SES1-X1SES5 and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.0384 - 2.8807	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES1\_U

Record #1, Position: 10660 - 10666, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 1 of 5

Variable Description:

- This variable contain the imputed values (1 of 5) for X1SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES\_U is the mean of X1SES1\_U-X1SES5\_U and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.5871 - 2.9783	21,444	91.58

-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES2\_U

Record #1, Position: 10667 - 10673, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 2 of 5

Variable Description:

- This variable contain the imputed values (2 of 5) for X1SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES\_U is the mean of X1SES1\_U-X1SES5\_U and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9352 - 2.9783	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES3\_U

Record #1, Position: 10674 - 10680, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 3 of 5

Variable Description:

- This variable contain the imputed values (3 of 5) for X1SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES\_U is the mean of X1SES1\_U-X1SES5\_U and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.7965 - 2.9821	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES4\_U

Record #1, Position: 10681 - 10687, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 4 of 5

Variable Description:

- This variable contain the imputed values (4 of 5) for X1SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES\_U is the mean of X1SES1\_U-X1SES5\_U and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-2.9769 - 2.9783	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1SES5\_U

Record #1, Position: 10688 - 10694, Format: N7.4

Variable Label: X1 SES derived with locale (urbanicity) - multiple imputation value 5 of 5

Variable Description:

- This variable contain the imputed values (5 of 5) for X1SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X1SES\_U is the mean of X1SES1\_U-X1SES5\_U and X1SES\_IM=1.

Code	Value Label	Frequency	Percentage
C	-3.0427 - 2.9783	21,444	91.58
-8	Unit non-response/component not applicable	1,971	8.42
TOTALS		23,415	100.00

Variable Name: X1TXMATH\_IM

Record #1, Position: 10695 - 10696, Format: N2.

Variable Label: X1 Imputation flag for X1TXM math scores

Variable Description:

- Flag indicating whether the variable X1TXMTH was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,752	97.17
1	Imputed	663	2.83
TOTALS		23,415	100.00

Variable Name: X1SEX\_IM

Record #1, Position: 10697 - 10698, Format: N2.

Variable Label: X1 Imputation flag for X1SEX

Variable Description:

- Flag indicating whether the variable X1SEX was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,414	100.00
1	Imputed	1	0.00
TOTALS		23,415	100.00

Variable Name: X1RACE\_IM

Record #1, Position: 10699 - 10700, Format: N2.

Variable Label: X1 Imputation flag for X1RACE

Variable Description:

- Flag indicating whether the variable X1RACE was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,327	99.62
1	Imputed	88	0.38
TOTALS		23,415	100.00

Variable Name: X1HISPAN\_IM

Record #1, Position: 10701 - 10702, Format: N2.

Variable Label: X1 Imputation flag for X1HISPANIC

Variable Description:

- Flag indicating whether the variable X1HISPANIC was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,333	99.65
1	Imputed	82	0.35
TOTALS		23,415	100.00

Variable Name: X1NATIVEL\_IM

Record #1, Position: 10703 - 10704, Format: N2.

Variable Label: X1 Imputation flag for X1NATIVELANG

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Flag indicating whether the variable X1NATIVELANG was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X1P1RELAT\_IM

Record #1, Position: 10705 - 10706, Format: N2.

Variable Label: X1 Imputation flag for X1P1RELATION

Variable Description:

- Flag indicating whether the variable X1P1RELATION was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,403	99.95
1	Imputed	12	0.05
TOTALS		23,415	100.00

Variable Name: X1P2RELAT\_IM

Record #1, Position: 10707 - 10708, Format: N2.

Variable Label: X1 Imputation flag for X1P2RELATION

Variable Description:

- Flag indicating whether the variable X1P2RELATION was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,389	99.89
1	Imputed	26	0.11
TOTALS		23,415	100.00

Variable Name: X1PAR1EDU\_IM

Record #1, Position: 10709 - 10710, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1EDU

Variable Description:

- Flag indicating whether the variable X1PAR1EDU was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,228	99.20
1	Imputed	187	0.80
TOTALS		23,415	100.00

Variable Name: X1PAR2EDU\_IM

Record #1, Position: 10711 - 10712, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2EDU

Variable Description:

- Flag indicating whether the variable X1PAR2EDU was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,156	98.89
1	Imputed	259	1.11
TOTALS		23,415	100.00

Variable Name: X1PAREDU\_IM

Record #1, Position: 10713 - 10714, Format: N2.

Variable Label: X1 Imputation flag for X1PAREDU

Variable Description:

- Flag indicating whether any of the inputs to X1PAREDU were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,029	98.35
1	Imputed	386	1.65
TOTALS		23,415	100.00

Variable Name: X1PARPATT\_IM

Record #1, Position: 10715 - 10716, Format: N2.

Variable Label: X1 Imputation flag for X1PARPATTERN

Variable Description:

- Flag indicating whether any of the inputs to X1PARPATTERN were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,400	95.67
1	Imputed	1,015	4.33
TOTALS		23,415	100.00

Variable Name: X1PAR1EMP\_IM

Record #1, Position: 10717 - 10718, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1EMP

Variable Description:

- Flag indicating whether the variable X1PAR1EMP was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,388	95.61
1	Imputed	1,027	4.39
TOTALS		23,415	100.00

Variable Name: X1PAR2EMP\_IM

Record #1, Position: 10719 - 10720, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2EMP

Variable Description:

- Flag indicating whether the variable X1PAR2EMP was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,543	96.28
1	Imputed	872	3.72
TOTALS		23,415	100.00

Variable Name: X1PAR1OCC\_IM

Record #1, Position: 10721 - 10722, Format: N2.

Variable Label: X1 Imputation flag for X1PAR1OCC2

Variable Description:

- Flag indicating whether the variable X1PAR1OCC2 and X1PAR1OCC6 was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,051	98.45
1	Imputed	364	1.55
TOTALS		23,415	100.00

Variable Name: X1PAR2OCC\_IM

Record #1, Position: 10723 - 10724, Format: N2.

Variable Label: X1 Imputation flag for X1PAR2OCC2

Variable Description:

- Flag indicating whether the variable X1PAR2OCC2 and X1PAR2OCC6 was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,031	98.36
1	Imputed	384	1.64
TOTALS		23,415	100.00

Variable Name: X1MOMREL\_IM

Record #1, Position: 10725 - 10726, Format: N2.

Variable Label: X1 Imputation flag for X1MOMREL

Variable Description:

- Flag indicating whether any of the inputs to X1MOMREL were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,398	99.93
1	Imputed	17	0.07
TOTALS		23,415	100.00

Variable Name: X1MOMEDU\_IM

Record #1, Position: 10727 - 10728, Format: N2.

Variable Label: X1 Imputation flag for X1MOMEDU

Variable Description:

- Flag indicating whether any of the inputs to X1MOMEDU were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,192	99.05
1	Imputed	223	0.95
TOTALS		23,415	100.00

Variable Name: X1MOMEMP\_IM

Record #1, Position: 10729 - 10730, Format: N2.

Variable Label: X1 Imputation flag for X1MOMEMP

Variable Description:

- Flag indicating whether any of the inputs to X1MOMEMP were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,497	96.08
1	Imputed	918	3.92
TOTALS		23,415	100.00

Variable Name: X1MOMOCC\_IM

Record #1, Position: 10731 - 10732, Format: N2.

Variable Label: X1 Imputation flag for X1MOMOCC2

Variable Description:

- Flag indicating whether any of the inputs to X1MOMOCC2 and X1MOMOCC6 were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,035	98.38
1	Imputed	380	1.62
TOTALS		23,415	100.00

Variable Name: X1DADREL\_IM

Record #1, Position: 10733 - 10734, Format: N2.

Variable Label: X1 Imputation flag for X1DADREL

Variable Description:

- Flag indicating whether any of the inputs to X1DADREL were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,390	99.89
1	Imputed	25	0.11
TOTALS		23,415	100.00

Variable Name: X1DADEDU\_IM

Record #1, Position: 10735 - 10736, Format: N2.

Variable Label: X1 Imputation flag for X1DADEDU

Variable Description:

- Flag indicating whether any of the inputs to X1DADEDU were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,195	99.06
1	Imputed	220	0.94
TOTALS		23,415	100.00

Variable Name: X1DADEMP\_IM

Record #1, Position: 10737 - 10738, Format: N2.

Variable Label: X1 Imputation flag for X1DADEMP

Variable Description:

- Flag indicating whether any of the inputs to X1DADEMP were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,514	96.15
1	Imputed	901	3.85
TOTALS		23,415	100.00

Variable Name: X1DADOCC\_IM

Record #1, Position: 10739 - 10740, Format: N2.

Variable Label: X1 Imputation flag for X1DADOCC2

Variable Description:

- Flag indicating whether any of the inputs to X1DADOCC2 and X1DADOCC6 were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,092	98.62
1	Imputed	323	1.38
TOTALS		23,415	100.00

Variable Name: X1HHNUMB\_IM

Record #1, Position: 10741 - 10742, Format: N2.

Variable Label: X1 Imputation flag for X1HHNUMBER

Variable Description:

- Flag indicating whether one or both of the input variables P1HHLT18 and P1HHGE18 for the composite X1HHNUMBER were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,030	94.08
1	Imputed	1,385	5.92
TOTALS		23,415	100.00

Variable Name: X1FAMINC\_IM

Record #1, Position: 10743 - 10744, Format: N2.

Variable Label: X1 Imputation flag for X1FAMINCOME

Variable Description:

- Flag indicating whether the variable X1FAMINCOME was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,449	95.87
1	Imputed	966	4.13
TOTALS		23,415	100.00

Variable Name: X1POVERTY\_IM

Record #1, Position: 10745 - 10746, Format: N2.

Variable Label: X1 Imputation flag for X1POVERTY/X1POVERTY130/X1POVERTY185

Variable Description:

- Flag indicating whether any of the inputs to X1POVERTY/X1POVERTY130/X1POVERTY185 were statistically imputed.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	21,138	90.28
1	Imputed	2,277	9.72
TOTALS		23,415	100.00

Variable Name: X1SES\_IM

Record #1, Position: 10747 - 10748, Format: N2.

Variable Label: X1 Imputation flag for X1SES

Variable Description:

- Flag indicating whether SES or any inputs to SES were statistically imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	16,606	70.92
1	Imputed entirely	5,175	22.10
2	Components imputed	1,634	6.98
TOTALS		23,415	100.00

Variable Name: X1STUEDEX\_IM

Record #1, Position: 10749 - 10750, Format: N2.

Variable Label: X1 Imputation flag for X1STUEDEXPCT

Variable Description:

- Flag indicating whether the variable X1STUEDEXPCT was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,107	98.68
1	Imputed	308	1.32
TOTALS		23,415	100.00

Variable Name: X1PAREDEX\_IM

Record #1, Position: 10751 - 10752, Format: N2.

Variable Label: X1 Imputation flag for X1PAREDEXPCT

Variable Description:

- Flag indicating whether the variable X1PAREDEXPCT was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	22,336	95.39
1	Imputed	1,079	4.61
TOTALS		23,415	100.00

Variable Name: X2TXMTH1

Record #1, Position: 10753 - 10759, Format: N7.4

Variable Label: X2 Mathematics theta score - multiple imputation value 1 of 5

Variable Description:

- Mathematics theta score multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X2TXMTH. The standardized form of the theta score is X2TXMTSCOR.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-3.0779 - 4.8399	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMTH2

Record #1, Position: 10760 - 10766, Format: N7.4

Variable Label: X2 Mathematics theta score - multiple imputation value 2 of 5

Variable Description:

- Mathematics theta score multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X2TXMTH. The standardized form of the theta score is X2TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-3.158 - 4.7769	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMTH3

Record #1, Position: 10767 - 10773, Format: N7.4

Variable Label: X2 Mathematics theta score - multiple imputation value 3 of 5

Variable Description:

- Mathematics theta score multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X2TXMTH. The standardized form of the theta score is X2TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-3.2421 - 4.5046	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMTH4

Record #1, Position: 10774 - 10780, Format: N7.4

Variable Label: X2 Mathematics theta score - multiple imputation value 4 of 5

Variable Description:

- Mathematics theta score multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X2TXMTH. The standardized form of the theta score is X2TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-3.4733 - 4.7052	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMTH5

Record #1, Position: 10781 - 10787, Format: N7.4

Variable Label: X2 Mathematics theta score - multiple imputation value 5 of 5

Variable Description:

- Mathematics theta score multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The theta score provides a norm-referenced measurement of achievement, that is, an estimate of achievement relative to the population (fall 2009 9th graders) as a whole. It provides information on status compared to peers (as distinguished from the IRT-estimated scale score which represents status with respect to achievement on a particular criterion set of test items). The associated theta score is X2TXMTH. The standardized form of the theta score is X2TXMTSCOR.

Code	Value Label	Frequency	Percentage
C	-3.8236 - 4.5046	20,594	87.95

-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM1

Record #1, Position: 10788 - 10794, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement - multiple imputation value 1 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (1 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X2TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.0499 - 0.7554	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM2

Record #1, Position: 10795 - 10801, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement - multiple imputation value 2 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (2 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X2TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.051 - 0.7554	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM3

Record #1, Position: 10802 - 10808, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement - multiple imputation value 3 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (3 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X2TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.0658 - 0.7554	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM4

Record #1, Position: 10809 - 10815, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement - multiple imputation value 4 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (4 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X2TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.0708 - 0.7554	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2TXMSEM5

Record #1, Position: 10816 - 10822, Format: N7.4

Variable Label: X2 Mathematics standard error of measurement - multiple imputation value 5 of 5

Variable Description:

- Mathematics standard error of measurement multiple imputation value (5 of 5). When the math test data were missing for student survey respondents, the math standard error of measurement (SEM) for the raw theta score was imputed with multiple imputation technique, with 5 imputed values. X2TXMTH is the mean of X2TXMTH1-5. The standard error of measurement for the raw theta score indicates the precision in the ability estimate. It is calculated from the sum of item information functions for each item answered by each student. Unlike the classical standard error of measurement, which is a constant, the IRT standard error varies across the scale-score continuum. It is typically smaller for students whose theta score falls toward the center of the distribution because more students answered the items with average difficulty. However, students whose theta scores fall at the extremes of the distribution tend to have a higher SEM because their scores are based on items answered by fewer students overall. The associated standard error of measurement is X2TXMSEM.

Code	Value Label	Frequency	Percentage
C	0.0942 - 0.7554	20,594	87.95
-8	Unit non-response/component not applicable	2,821	12.05
TOTALS		23,415	100.00

Variable Name: X2SES1

Record #1, Position: 10823 - 10829, Format: N7.4

Variable Label: X2 Socio-economic status composite - multiple imputation value 1 of 5

Variable Description:

- This variable contains the imputed value (1 of 5) for X2SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES is the mean of X2SES1-X2SES5.

Code	Value Label	Frequency	Percentage
C	-2.1096 - 2.5097	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES2

Record #1, Position: 10830 - 10836, Format: N7.4

Variable Label: X2 Socio-economic status composite - multiple imputation value 2 of 5

Variable Description:

- This variable contains the imputed value (2 of 5) for X2SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES is the mean of X2SES1-X2SES5.

Code	Value Label	Frequency	Percentage
C	-2.0861 - 2.4508	20,919	89.34

-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES3

Record #1, Position: 10837 - 10843, Format: N7.4

Variable Label: X2 Socio-economic status composite - multiple imputation value 3 of 5

Variable Description:

- This variable contains the imputed value (3 of 5) for X2SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES is the mean of X2SES1-X2SES5.

Code	Value Label	Frequency	Percentage
C	-2.2247 - 2.3663	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES4

Record #1, Position: 10844 - 10850, Format: N7.4

Variable Label: X2 Socio-economic status composite - multiple imputation value 4 of 5

Variable Description:

- This variable contains the imputed value (4 of 5) for X2SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES is the mean of X2SES1-X2SES5.

Code	Value Label	Frequency	Percentage
C	-1.9945 - 2.8154	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES5

Record #1, Position: 10851 - 10857, Format: N7.4

Variable Label: X2 Socio-economic status composite - multiple imputation value 5 of 5

Variable Description:

- This variable contains the imputed value (5 of 5) for X2SES, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES is the mean of X2SES1-X2SES5.

Code	Value Label	Frequency	Percentage
C	-2.157 - 2.634	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES1\_U

Record #1, Position: 10858 - 10864, Format: N7.4

Variable Label: X2 SES derived with locale (urbanicity) - multiple imputation value 1 of 5

Variable Description:

- This variable contains the imputed values (1 of 5) for X2SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES\_U is the mean of X2SES1\_U-X2SES5\_U.

Code	Value Label	Frequency	Percentage
C	-2.0785 - 2.4426	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES2\_U

Record #1, Position: 10865 - 10871, Format: N7.4

Variable Label: X2 SES derived with locale (urbanicity) - multiple imputation value 2 of 5

Variable Description:

- This variable contains the imputed values (2 of 5) for X2SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES\_U is the mean of X2SES1\_U-X2SES5\_U.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.0982 - 2.5175	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES3\_U

Record #1, Position: 10872 - 10878, Format: N7.4

Variable Label: X2 SES derived with locale (urbanicity) - multiple imputation value 3 of 5

Variable Description:

- This variable contains the imputed values (3 of 5) for X2SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES\_U is the mean of X2SES1\_U-X2SES5\_U.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.3219 - 2.7097	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES4\_U

Record #1, Position: 10879 - 10885, Format: N7.4

Variable Label: X2 SES derived with locale (urbanicity) - multiple imputation value 4 of 5

Variable Description:

- This variable contains the imputed values (4 of 5) for X2SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES\_U is the mean of X2SES1\_U-X2SES5\_U.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.348 - 3.1045	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2SES5\_U

Record #1, Position: 10886 - 10892, Format: N7.4

Variable Label: X2 SES derived with locale (urbanicity) - multiple imputation value 5 of 5

Variable Description:

- This variable contains the imputed values (5 of 5) for X2SES\_U, generated through a multiple imputation model, for responding students without a responding parent/guardian. X2SES\_U is the mean of X2SES1\_U-X2SES5\_U.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-2.1555 - 2.9504	20,919	89.34
-8	Unit non-response/component not applicable	2,496	10.66
TOTALS		23,415	100.00

Variable Name: X2TXMATH\_IM

Record #1, Position: 10893 - 10894, Format: N2.

Variable Label: X2 Imputation flag for X2TXM math scores

Variable Description:

- Flag indicating whether the X2TXM variables were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	21,328	91.09
2	Imputed in F1	2,087	8.91
TOTALS		23,415	100.00

Variable Name: X2SEX\_IM

Record #1, Position: 10895 - 10896, Format: N2.

Variable Label: X2 Imputation flag for X2SEX

## Variable Description:

- Flag indicating whether the variable X2SEX was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2RACE\_IM

Record #1, Position: 10897 - 10898, Format: N2.

Variable Label: X2 Imputation flag for X2RACE

## Variable Description:

- Flag indicating whether the variable X2RACE was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,397	99.92
1	Imputed in BY	14	0.06
2	Imputed in F1	4	0.02
TOTALS		23,415	100.00

Variable Name: X2HISPAN\_IM

Record #1, Position: 10899 - 10900, Format: N2.

Variable Label: X2 Imputation flag for X2HISPANIC

## Variable Description:

- Flag indicating whether the variable X2HISPANIC was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	23,402	99.94
1	Imputed in BY	9	0.04
2	Imputed in F1	4	0.02
TOTALS		23,415	100.00

Variable Name: X2NATIVEL\_IM

Record #1, Position: 10901 - 10902, Format: N2.

Variable Label: X2 Imputation flag for X2NATIVELANG

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Flag indicating whether the variable X2NATIVELANG was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	23,415	100.00
TOTALS		23,415	100.00

Variable Name: X2P1RELAT\_IM

Record #1, Position: 10903 - 10904, Format: N2.

Variable Label: X2 Imputation flag for X2P1RELATION

## Variable Description:

- Flag indicating whether the variable X2P1RELATION was statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	11,113	47.46
2	Imputed in F1 (parent respondent)	4	0.02
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2P2RELAT\_IM

Record #1, Position: 10905 - 10906, Format: N2.

Variable Label: X2 Imputation flag for X2P2RELATION

Variable Description:

- Flag indicating whether the variable X2P2RELATION was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	11,094	47.38
2	Imputed in F1 (parent respondent)	23	0.10
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR1EDU\_IM

Record #1, Position: 10907 - 10908, Format: N2.

Variable Label: X2 Imputation flag for X2PAR1EDU

Variable Description:

- Flag indicating whether the variable X2PAR1EDU was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,894	46.53
2	Imputed in F1 (parent respondent)	223	0.95
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR2EDU\_IM

Record #1, Position: 10909 - 10910, Format: N2.

Variable Label: X2 Imputation flag for X2PAR2EDU

Variable Description:

- Flag indicating whether the variable X2PAR2EDU was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,928	46.67
2	Imputed in F1 (parent respondent)	189	0.81
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAREDU\_IM

Record #1, Position: 10911 - 10912, Format: N2.

Variable Label: X2 Imputation flag for X2PAREDU

Variable Description:

- Flag indicating whether any of the inputs to X2PAREDU were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,860	46.38
2	Imputed in F1 (parent respondent)	257	1.10
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PARPATT\_IM

Record #1, Position: 10913 - 10914, Format: N2.

Variable Label: X2 Imputation flag for X2PARPATTERN

Variable Description:

- Flag indicating whether any of the inputs to X2PARPATTERN were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,606	45.30



2	Imputed in F1 (parent respondent)	511	2.18
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR1EMP\_IM

Record #1, Position: 10915 - 10916, Format: N2.

Variable Label: X2 Imputation flag for X2PAR1EMP

Variable Description:

- Flag indicating whether the variable X2PAR1EMP was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,307	44.02
2	Imputed in F1 (parent respondent)	810	3.46
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR2EMP\_IM

Record #1, Position: 10917 - 10918, Format: N2.

Variable Label: X2 Imputation flag for X2PAR2EMP

Variable Description:

- Flag indicating whether the variable X2PAR2EMP was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,473	44.73
2	Imputed in F1 (parent respondent)	644	2.75
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR1OCC\_IM

Record #1, Position: 10919 - 10920, Format: N2.

Variable Label: X2 Imputation flag for X2PAR1OCC2

Variable Description:

- Flag indicating whether the variables X2PAR1OCC2/X2PAR1OCC6 were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,672	45.58
2	Imputed in F1 (parent respondent)	445	1.90
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2PAR2OCC\_IM

Record #1, Position: 10921 - 10922, Format: N2.

Variable Label: X2 Imputation flag for X2PAR2OCC2

Variable Description:

- Flag indicating whether the variables X2PAR2OCC2/X2PAR2OCC6 were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,728	45.82
2	Imputed in F1 (parent respondent)	389	1.66
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2MOMREL\_IM

Record #1, Position: 10923 - 10924, Format: N2.

Variable Label: X2 Imputation flag for X2MOMREL

Variable Description:

- Flag indicating whether any of the inputs to X2MOMREL were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	11,102	47.41
2	Imputed in F1 (parent respondent)	15	0.06
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2MOMEDU\_IM

Record #1, Position: 10925 - 10926, Format: N2.

Variable Label: X2 Imputation flag for X2MOMEDU

Variable Description:

- Flag indicating whether any of the inputs to X2MOMEDU were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	10,902	46.56
2	Imputed in F1 (parent respondent)	215	0.92
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2MOMEMP\_IM

Record #1, Position: 10927 - 10928, Format: N2.

Variable Label: X2 Imputation flag for X2MOMEMP

Variable Description:

- Flag indicating whether any of the inputs to X2MOMEMP were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	10,375	44.31
2	Imputed in F1 (parent respondent)	742	3.17
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2MOMOCC\_IM

Record #1, Position: 10929 - 10930, Format: N2.

Variable Label: X2 Imputation flag for X2MOMOCC2

Variable Description:

- Flag indicating whether any of the inputs to X2MOMOCC2 were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	10,658	45.52
2	Imputed in F1 (parent respondent)	459	1.96
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2DADREL\_IM

Record #1, Position: 10931 - 10932, Format: N2.

Variable Label: X2 Imputation flag for X2DADREL

Variable Description:

- Flag indicating whether any of the inputs to X2DADREL were statistically imputed or not imputed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	Not Imputed	11,100	47.41

2	Imputed in F1 (parent respondent)	17	0.07
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2DADEDU\_IM

Record #1, Position: 10933 - 10934, Format: N2.

Variable Label: X2 Imputation flag for X2DADEDU

Variable Description:

- Flag indicating whether any of the inputs to X2DADEDU were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,943	46.73
2	Imputed in F1 (parent respondent)	174	0.74
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2DADEMP\_IM

Record #1, Position: 10935 - 10936, Format: N2.

Variable Label: X2 Imputation flag for X2DADEMP

Variable Description:

- Flag indicating whether any of the inputs to X2DADEMP were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,503	44.86
2	Imputed in F1 (parent respondent)	614	2.62
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2DADOCC\_IM

Record #1, Position: 10937 - 10938, Format: N2.

Variable Label: X2 Imputation flag for X2DADOCC2

Variable Description:

- Flag indicating whether any of the inputs to X2DADOCC2 were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,819	46.21
2	Imputed in F1 (parent respondent)	298	1.27
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2HHNUMB\_IM

Record #1, Position: 10939 - 10940, Format: N2.

Variable Label: X2 Imputation flag for X2HHNUMBER

Variable Description:

- Flag indicating whether one or both of the input variables P2HHLT18 and P2HHGE18 for the composite X2HHNUMBER were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,189	43.51
2	Imputed in F1 (parent respondent)	928	3.96
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2FAMINC\_IM

Record #1, Position: 10941 - 10942, Format: N2.

Variable Label: X2 Imputation flag for X2FAMINCOME

Variable Description:

- Flag indicating whether the variable X2FAMINCOME was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,343	44.17
2	Imputed in F1 (parent respondent)	774	3.31
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2POVERTY\_IM

Record #1, Position: 10943 - 10944, Format: N2.

Variable Label: X2 Imputation flag for X2POVERTY/X2POVERTY130/X2POVERTY185

Variable Description:

- Flag indicating whether the inputs to X2POVERTY/X2POVERTY130/X2POVERTY185 were statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	9,544	40.76
2	Imputed in F1 (parent respondent)	1,573	6.72
3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00

Variable Name: X2SES\_IM

Record #1, Position: 10945 - 10946, Format: N2.

Variable Label: X2 Imputation flag for X2SES

Variable Description:

- Flag indicating whether the variables X2SES/X2SES\_U or any inputs to X2SES/X2SES\_U were statistically imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	9,986	42.65
2	Some components imputed	893	3.81
3	Imputed entirely from multiple imputation	12,536	53.54
TOTALS		23,415	100.00

Variable Name: X2STUEDEX\_IM

Record #1, Position: 10947 - 10948, Format: N2.

Variable Label: X2 Imputation flag for X2STUEDEXPT

Variable Description:

- Flag indicating whether the variable X2STUEDEXPT was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	23,383	99.86
2	Imputed in F1	32	0.14
TOTALS		23,415	100.00

Variable Name: X2PAREDEX\_IM

Record #1, Position: 10949 - 10950, Format: N2.

Variable Label: X2 Imputation flag for X2PAREDEXPT

Variable Description:

- Flag indicating whether the variable X2PAREDEXPT was statistically imputed or not imputed.

Code	Value Label	Frequency	Percentage
0	Not Imputed	10,581	45.19
2	Imputed in F1 (parent respondent)	536	2.29

3	Imputed in F1 (parent nonsubsample/nonrespondent)	12,298	52.52
TOTALS		23,415	100.00



## **School Codebook**

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Variable Name: SCH\_ID

Record #1, Position: 1 - 4, Format: A4

Variable Label: School ID

Variable Description:

- School identifier assigned for the base year sample high school. IDs randomly assigned from 1001 to 1944 across all high schools.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
Alph	Alpha	944	100.00
TOTALS		944	100.00

Variable Name: X1NCESID

Record #1, Position: 5 - 16, Format: A12

Variable Label: X1 School identification number from CCD or PSS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1NCESID stores the 12-character NCES ID of the sample member's base year school (2009-2010 school year). The NCES ID is school identifier used to link to the Common Core of Data (CCD) file and the Private School Survey (PSS) file. The source of the NCES ID was the 2005-2006 CCD and 2005-2006 PSS.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: W1SCHOOL

Record #1, Position: 17 - 29, Format: N13.8

Variable Label: W1 Base year school analytic weight

Variable Description:

- School weight used in school-level analysis of data from all base year responding schools. See section 6.3 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	1.03033128 - 926.07711649	944	100.00
TOTALS		944	100.00

Variable Name: STRAT\_ID

Record #1, Position: 30 - 32, Format: N3.

Variable Label: Stratum

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic stratum to be used for computing Taylor Series linearization variance estimates for all HSLs:09 base year data. The analytic strata were formed from information used to randomly select the sample of schools and replicated at the student level. To support efficient variance estimation overall and within subpopulations, a large number of analytic strata each containing 2 or more PSUs per stratum (see PSU) is used in HSLs:09. See section 6.6.1 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: PSU

Record #1, Position: 33 - 34, Format: N2.

Variable Label: Primary sampling unit

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable indicates the analytic primary sampling unit (PSU, i.e., school) to be used for computing Taylor Series linearization variance estimates for all HSLs:09 base year data. PSU is developed at the school level and replicated at the student level. To

support efficient variance estimation overall and within subpopulations, a large number of analytic strata (see STRAT\_ID) each containing 2 or more PSUs per stratum is used in HSLs:09. See section 6.6.1 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1CONTROL

Record #1, Position: 35 - 36, Format: N2.

Variable Label: X1 School control

Comment: Catholic and other private recoded as one category on the public use file.

Variable Description:

- X1CONTROL identifies the sample member's base year school as being a Public, Catholic, or Other Private School, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006. Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	Public	767	81.25
2	Catholic or other private	177	18.75
TOTALS		944	100.00

Variable Name: X1LOCALE

Record #1, Position: 37 - 38, Format: N2.

Variable Label: X1 School locale (urbanicity)

Variable Description:

- X1LOCALE characterizes the locale (urbanicity) of the sample member's base year school as either City, Suburb, Town, or Rural, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	City	272	28.81
2	Suburb	335	35.49
3	Town	117	12.39
4	Rural	220	23.31
TOTALS		944	100.00

Variable Name: X1REGION

Record #1, Position: 39 - 40, Format: N2.

Variable Label: X1 School geographic region

Variable Description:

- X1REGION identifies the geographic region of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
1	Northeast	149	15.78
2	Midwest	251	26.59
3	South	380	40.25
4	West	164	17.37

TOTALS		944	100.00
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Variable Name: X1CENDIV

Record #1, Position: 41 - 42, Format: N2.

Variable Label: X1 School census geographic division

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1CENDIV identifies the census geographic division of the sample member's base year school, as indicated in the source data for sampling: the Common Core of Data (CCD) 2005-2006 and the Private School Survey (PSS) 2005-2006.

Please note: CCD/PSS variables from the version used to draw the sample are provided, and not a version consistent with the base year data collection timeframe. Analysts can use X1NCESID and X2NCESID to merge to any version of CCD or PSS to obtain information for a particular timeframe.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1STATESAMPL

Record #1, Position: 43 - 44, Format: N2.

Variable Label: X1 State level public school sample membership

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- X1STATE indicates whether or not the school is part of a state-representative public school sample, and if so, which particular state-representative public school sample the school is a part of.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1STATE

Record #1, Position: 45 - 46, Format: N2.

Variable Label: X1 State code for school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- FIPS code for school state

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1GRADESPAN

Record #1, Position: 47 - 48, Format: N2.

Variable Label: X1 Grade span of school-administrator questionnaire

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- This variable reflects the school administrator's indication as to whether the lowest grade level offered at the sample member's base year school was Pre-K through 5th grade, 6th through 8th grade, or 9th grade.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1FREELUNCH

Record #1, Position: 49 - 50, Format: N2.

Variable Label: X1 Grade 9 percent free lunch-categorical

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1FREELUNCH. This variable indicates the percentage of students enrolled in the school who receive free or reduced price lunch.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1REPEAT9TH

Record #1, Position: 51 - 52, Format: N2.

Variable Label: X1 Percent of 9th graders repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1REPEATG9. This variable indicates the percentage of students enrolled in the school who are repeating 9th grade.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHAMIND

Record #1, Position: 53 - 54, Format: N2.

Variable Label: X1 Percent of students in school that are American Indian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1AMINDIANST. This variable indicates the percentage of students enrolled in the school who are identified as American Indian or Alaskan Native.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHASIAN

Record #1, Position: 55 - 56, Format: N2.

Variable Label: X1 Percent of students in school that are Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1ASIANSTU. This variable indicates the percentage of students enrolled in the school who are identified as Asian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHBLACK

Record #1, Position: 57 - 58, Format: N2.

Variable Label: X1 Percent of students in school that are Black

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1BLACKSTU. This variable indicates the percentage of students enrolled in the school who are identified as Black or African American.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHHISP

Record #1, Position: 59 - 60, Format: N2.

Variable Label: X1 Percent of students in school that are Hispanic/Latino/Latina

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1HISPSTU. This variable indicates the percentage of students enrolled in the school who are identified as Hispanic.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHWHITE

Record #1, Position: 61 - 62, Format: N2.

Variable Label: X1 Percent of students in school that are White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Categorized version of the continuous administrator questionnaire variable A1WHITESTU. This variable indicates the percentage of students enrolled in the school who are identified as White or Caucasian.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: X1SCHOOLCLI

Record #1, Position: 63 - 67, Format: N5.2

Variable Label: X1 Scale of administrator's assessment of school climate

Variable Description:

- This variable is a scale of the administrator's assessment of his/her school's climate. Higher values represent more positive assessments of the school's climate (i.e. fewer problems are indicated). Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were A1CONFLICT, A1ROBBERY, A1VANDALISM, A1DRUGUSE, A1ALCOHOL, A1DRUGSALE, A1WEAPONS, A1PHYSABUSE, A1TENSION, A1BULLY, A1VERBAL, A1MISBEHAVE, A1DISRESPECT, and A1GANG. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-4.22 - 1.97	743	78.71
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	145	15.36
TOTALS		944	100.00

Variable Name: X1COUPERTEA

Record #1, Position: 68 - 72, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of teacher expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the teaching staff's expectations. Higher values represent more positive assessments of the teaching staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1TEACHING, C1TEARNING, C1TBELIEVE, C1TWORKHARD, C1TGIVEUP, C1TCARE, and C1TEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	-4.92 - 1.56	828	87.71
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: X1COUPERCOU

Record #1, Position: 73 - 77, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of counselor expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the counseling staff's expectations. Higher values represent more positive assessments of the counseling staff's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1CLEARNING, C1CBELIEVE, C1CWORKHARD, C1CGIVEUP, C1CCARE, and C1CEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-6.43 - 1.15	834	88.35
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: X1COUPERPRI

Record #1, Position: 78 - 82, Format: N5.2

Variable Label: X1 Scale of counselor's perceptions of principal's expectations

Variable Description:

- This variable is a scale of the school counselor's perceptions of the school principal's expectations. Higher values represent more positive assessments of the principal's expectations. Variable was created through principal components factor analysis (weighted by W1SCHOOL) and standardized to a mean of 0 and standard deviation of 1. The inputs to this scale were C1PLEARNING, C1PBELIEVE, C1PWORKHARD, C1PGIVEUP, C1PCARE, and C1PEXPECT. Only respondents who provided a full set of responses were assigned a scale value. The coefficient of reliability (alpha) for the scale is .65. For more information, please see chapter 5 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
C	-5.51 - 1.1	813	86.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	39	4.13
TOTALS		944	100.00

Variable Name: X1AQSTAT

Record #1, Position: 83 - 84, Format: N2.

Variable Label: X1 administrator questionnaire status

Variable Description:

- X1AQSTAT indicates whether a complete base year administrator interview is available on the data file; X1AQSTAT also indicates the mode of the base year administrator interview, and whether the administrator responded to a full-length or abbreviated interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	743	78.71
2	CATI standard form	66	6.99
3	Web self-administered abbreviated form	48	5.08
4	CATI abbreviated form	31	3.28
8	Non-respondent	56	5.93
TOTALS		944	100.00

Variable Name: X1AQDATE

Record #1, Position: 85 - 90, Format: A6

Variable Label: X1 administrator questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school administrator responded to the base year administrator questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	888	94.07
-8	Unit non-response/component not applicable	56	5.93

TOTALS		944	100.00
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Variable Name: X1AQDESIGNEE

Record #1, Position: 91 - 92, Format: N2.

Variable Label: X1 administrator questionnaire designee respondent (designee resp v. no designee)

Variable Description:

- Indicates whether an administrator designee completed the applicable portion of the administrator questionnaire. An administrator designee was allowed to complete all sections of the administrator questionnaire except for the "Goals and Background" section (i.e. administrator questionnaire variables with a variable label prefix of "A1 Exxx"), which was the administrator was required to complete him/herself.

Code	Value Label	Frequency	Percentage
0	Designee did not complete applicable portion	851	90.15
1	Designee completed applicable portion	37	3.92
8	Non-respondent (no administrator survey data)	56	5.93
TOTALS		944	100.00

Variable Name: X1CQSTAT

Record #1, Position: 93 - 94, Format: N2.

Variable Label: X1 counselor questionnaire status

Variable Description:

- X1CQSTAT indicates whether a complete base year counselor interview is available on the data file; X1CQSTAT also indicates the mode of the base year counselor interview. For an explanation of a responding case, please see chapter 2 of the HSLs:09 Base-Year Data File Documentation (NCES 2011-328).

Code	Value Label	Frequency	Percentage
1	Self-administered standard form	782	82.84
2	CATI standard form	70	7.42
8	Non-respondent	92	9.75
TOTALS		944	100.00

Variable Name: X1CQDATE

Record #1, Position: 95 - 100, Format: A6

Variable Label: X1 counselor questionnaire date (YYYYMM)

Comment: Dates recoded on the public use file as follows: 200909 as 200910, 200912 as 200911, and after 2009 as 201001.

Variable Description:

- Month and year the school counselor responded to the base year counselor questionnaire.

Code	Value Label	Frequency	Percentage
Alph	Alpha	852	90.25
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: A1GRADEPREK

Record #1, Position: 101 - 102, Format: N2.

Variable Label: A1 A01A School includes pre-kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade  
8th grade  
9th grade  
10th grade  
11th grade  
12th grade  
Any grade higher than 12th  
Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADEK

Record #1, Position: 103 - 104, Format: N2.

Variable Label: A1 A01B School includes kindergarten

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
Kindergarten  
1st grade  
2nd grade  
3rd grade  
4th grade  
5th grade  
6th grade  
7th grade  
8th grade  
9th grade  
10th grade  
11th grade  
12th grade  
Any grade higher than 12th  
Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE1

Record #1, Position: 105 - 106, Format: N2.

Variable Label: A1 A01C School includes 1st grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
Kindergarten  
1st grade  
2nd grade  
3rd grade  
4th grade  
5th grade  
6th grade  
7th grade



8th grade  
 9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE2

Record #1, Position: 107 - 108, Format: N2.

Variable Label: A1 A01D School includes 2nd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE3

Record #1, Position: 109 - 110, Format: N2.

Variable Label: A1 A01E School includes 3rd grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade  
 10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE4

Record #1, Position: 111 - 112, Format: N2.

Variable Label: A1 A01F School includes 4th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE5

Record #1, Position: 113 - 114, Format: N2.

Variable Label: A1 A01G School includes 5th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade  
 11th grade  
 12th grade  
 Any grade higher than 12th  
 Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE6

Record #1, Position: 115 - 116, Format: N2.

Variable Label: A1 A01H School includes 6th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE7

Record #1, Position: 117 - 118, Format: N2.

Variable Label: A1 A01I School includes 7th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade  
12th grade  
Any grade higher than 12th  
Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE8

Record #1, Position: 119 - 120, Format: N2.

Variable Label: A1 A01J School includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
Kindergarten  
1st grade  
2nd grade  
3rd grade  
4th grade  
5th grade  
6th grade  
7th grade  
8th grade  
9th grade  
10th grade  
11th grade  
12th grade  
Any grade higher than 12th  
Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE9

Record #1, Position: 121 - 122, Format: N2.

Variable Label: A1 A01K School includes 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten  
Kindergarten  
1st grade  
2nd grade  
3rd grade  
4th grade  
5th grade  
6th grade  
7th grade  
8th grade  
9th grade  
10th grade  
11th grade

12th grade  
Any grade higher than 12th  
Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE10

Record #1, Position: 123 - 124, Format: N2.

Variable Label: A1 A01L School includes 10th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE11

Record #1, Position: 125 - 126, Format: N2.

Variable Label: A1 A01M School includes 11th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE12

Record #1, Position: 127 - 128, Format: N2.

Variable Label: A1 A01N School includes 12th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GRADE13

Record #1, Position: 129 - 130, Format: N2.

Variable Label: A1 A01O School includes grades above 12th

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

## Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1UNGRADED

Record #1, Position: 131 - 132, Format: N2.

Variable Label: A1 A01P School includes ungraded level(s)

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What grades are included in [your school]?

(check all that apply)

Pre-kindergarten

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Any grade higher than 12th

Ungraded

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHCONTROL

Record #1, Position: 133 - 134, Format: N2.

Variable Label: A1 A02 School control

Variable Description:

- Our records indicate that [your school] is a [public/private] school. Is this correct?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and such that 'public' or 'private' was conditionally displayed based on sampling information. Although the actual survey instrument included this question with yes/no response options, pre-loaded school control information was combined with the administrator's yes/no response to produce A1SCHCONTROL values of 1=Public and 2=Private. Please note the composite variable X1CONTROL (which, unlike A1SCHCONTROL, is based on CCD and PSS data) contains more specific school control information than A1SCHCONTROL, i.e. it has values of Public, Catholic, and Other private; in addition, X1CONTROL contains non-missing values even where A1SCHCONTROL is missing.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Public	716	75.85
2	Private	172	18.22
-8	Unit non-response/component not applicable	56	5.93
TOTALS		944	100.00

Variable Name: A1RELIGIOUS

Record #1, Position: 135 - 136, Format: N2.

Variable Label: A1 A03 Whether school has a religious orientation or purpose

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does this school have a religious orientation or purpose?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1RELIGTYPE

Record #1, Position: 137 - 138, Format: N2.

Variable Label: A1 A04 School's religious orientation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is this school's religious orientation or affiliation?

Catholic

Christian

Jewish

Muslim or Islamic

Other religious affiliation

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SINGLESEX

Record #1, Position: 139 - 140, Format: N2.

Variable Label: A1 A05 Whether school is a single-sex school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a single sex school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHTYPE

Record #1, Position: 141 - 142, Format: N2.

Variable Label: A1 A06 School type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your high school? Would you say...

a regular school [-- not including magnet or charter schools]

a charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)

a special program school [or magnet school] --such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school

a vocational or technical school or

an alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)?

Note: Response options were customized in the survey instrument such that [bracketed text] was displayed if the respondent indicated their school was a public school.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHSPFOCUS

Record #1, Position: 143 - 144, Format: N2.

Variable Label: A1 A07 Whether school's special focus is math or science

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school]'s special focus on...

math or science or

something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEPROG

Record #1, Position: 145 - 146, Format: N2.

Variable Label: A1 A08 School participates in public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] participate in a public school choice program? Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEIN

Record #1, Position: 147 - 148, Format: N2.

Variable Label: A1 A09A School's students can enroll in another school within district

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEOUT

Record #1, Position: 149 - 150, Format: N2.

Variable Label: A1 A09B School's students can enroll in a school in another district at no cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICESCH

Record #1, Position: 151 - 152, Format: N2.

Variable Label: A1 A09C Students from other districts can enroll in school at no tuition cost

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEPRIV

Record #1, Position: 153 - 154, Format: N2.

Variable Label: A1 A09D School's students can enroll in private school using state/district fund

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families

Students from other districts can enroll in [your school] at no tuition cost to themselves or their families

Students assigned to [your school] can choose to enroll in a private school using state or district funds

Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CHOICEOTHR

Record #1, Position: 155 - 156, Format: N2.

Variable Label: A1 A09E School participates in another public school choice program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following types of public school choice programs does your high school participate?

(check all that apply)

Students assigned to [your school] can choose to enroll in [your school] or another school within the district

Students can enroll in a public school in another district at no tuition cost to themselves or their families  
 Students from other districts can enroll in [your school] at no tuition cost to themselves or their families  
 Students assigned to [your school] can choose to enroll in a private school using state or district funds  
 Any other public school choice program

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRROUND

Record #1, Position: 157 - 158, Format: N2.

Variable Label: A1 A10 Whether school is a year round school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] a year round school?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CALENDAR

Record #1, Position: 159 - 160, Format: N2.

Variable Label: A1 A11 Academic calendar type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What kind of academic calendar does [your school] have for grades 9 through 12?

Semester calendar

Trimester calendar

Quarter calendar

Other calendar

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCHEDULE

Record #1, Position: 161 - 162, Format: N2.

Variable Label: A1 A12 Course schedule type

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How are courses scheduled in [your school] for grades 9 through 12? Would you say...

traditional scheduling only (no block scheduling)

block scheduling only such as 4x4 or A/B, or

both traditional and block scheduling?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TRADMIN

Record #1, Position: 163 - 164, Format: N2.

Variable Label: A1 A13 Length of traditional schedule courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes long are courses on the traditional schedule at [your school] for grades 9 through 12?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ACADBLOCK

Record #1, Position: 165 - 166, Format: N2.

Variable Label: A1 A14A Whether academic courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VOCBLOCK

Record #1, Position: 167 - 168, Format: N2.

Variable Label: A1 A14B Whether vocational/technical courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OTHRBLOCK

Record #1, Position: 169 - 170, Format: N2.

Variable Label: A1 A14C Whether other courses are block scheduled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following types of courses are block scheduled for grades 9 through 12?

(check all that apply)

Academic courses

Vocational or technical courses

Other courses

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ABLOCKMINS

Record #1, Position: 171 - 173, Format: N3.

Variable Label: A1 A15 Length of block-scheduled academic courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for academic courses for grades 9 through 12?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VBLOCKMINS

Record #1, Position: 174 - 176, Format: N3.

Variable Label: A1 A16 Length of block-scheduled vocational/technical courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block for vocational or technical courses?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OBLOCKMINS

Record #1, Position: 177 - 179, Format: N3.

Variable Label: A1 A17 Length of other block-scheduled courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many minutes is each block [for all other courses]?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that 'for all other courses' was displayed in cases where the respondent indicated block and/or vocational course were also block scheduled.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CLASSHRS

Record #1, Position: 180 - 184, Format: N5.2

Variable Label: A1 A18 Average instruction hours per day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- On average, how many hours of instruction per day, excluding study hall and lunch, do high school students receive at [your school]?

(Please use decimals for partial hours.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ADA

Record #1, Position: 185 - 187, Format: N3.

Variable Label: A1 A19 Average daily attendance percentage for high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the average daily attendance (ADA) for high school students in your school last year?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOTIFY

Record #1, Position: 188 - 189, Format: N2.

Variable Label: A1 A20 Whether parents are notified when students are absent without an excuse

Variable Description:

- When high school students are absent without an excuse, are parents notified?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	32	3.39
1	Yes	786	83.26
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	70	7.42
TOTALS		944	100.00

Variable Name: A1TRANSFRALT

Record #1, Position: 190 - 191, Format: N2.

Variable Label: A1 A21 % of 08-09 students transferred out to an alternative program/school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of students attending [your school] in the 2008-2009 school year were transferred out to an alternative program or school?

(Please round to the nearest whole number. Enter '0' if none.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AYP

Record #1, Position: 192 - 193, Format: N2.

Variable Label: A1 A22 School is currently in need of improvement due to AYP requirements

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is [your school] currently identified as in need of improvement due to Adequate Yearly Progress (AYP) requirements?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AYPYR

Record #1, Position: 194 - 195, Format: N2.

Variable Label: A1 A23 Year of AYP improvement as of 09-10 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- As of the beginning of the 2009-2010 school year, in what year of AYP improvement is [your school]?

Year 1 School Improvement

Year 2 School Improvement

Year 3 Corrective Action

Year 4 Restructuring

Year 5 Implementation of Restructuring

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MADEAYP

Record #1, Position: 196 - 197, Format: N2.

Variable Label: A1 A24 Whether school made AYP at the end of the 2008-2009 school year

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- At the end of the 2008-2009 school year, did [your school] make AYP?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTHSCIFAIR

Record #1, Position: 198 - 199, Format: N2.

Variable Label: A1 A25A Holds math or science fairs/workshops/competitions

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	495	52.44
1	Yes	314	33.26
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSSUMMER

Record #1, Position: 200 - 201, Format: N2.

Variable Label: A1 A25B Partners w/ college/university that offers math/science summer program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	433	45.87
1	Yes	376	39.83
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSAFTERSCH

Record #1, Position: 202 - 203, Format: N2.

Variable Label: A1 A25C Sponsors a math or science after-school program

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

- Hold school-wide math or science fairs, workshops, or competitions
- Partner with community colleges or universities that offer math or science summer programs or camps for high school students
- Sponsor a math or science after-school program
- Pair students with mentors in math or science
- Bring in guest speakers to talk to students about math or science
- Take students on math- or science-relevant field trips such as to a city aquarium or planetarium
- Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA
- Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students
- Require teacher professional development in how students learn math or science
- Require teacher professional development in increasing student interest in math or science
- Something else
- This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	389	41.21
1	Yes	420	44.49
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSMENTOR

Record #1, Position: 204 - 205, Format: N2.

Variable Label: A1 A25D Pairs students with mentors in math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)



Hold school-wide math or science fairs, workshops, or competitions  
 Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	528	55.93
1	Yes	281	29.77
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSSPEAKER

Record #1, Position: 206 - 207, Format: N2.

Variable Label: A1 A25E Brings in guest speakers to talk about math or science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions  
 Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	331	35.06
1	Yes	478	50.64
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSFLDTRIP

Record #1, Position: 208 - 209, Format: N2.

Variable Label: A1 A25F Takes students on math- or science-relevant field trips

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	289	30.61
1	Yes	520	55.08
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSPRGMS

Record #1, Position: 210 - 211, Format: N2.

Variable Label: A1 A25G Tells students about math/science contests/websites/blogs/other programs

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions  
 Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	240	25.42
1	Yes	569	60.28
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MESA

Record #1, Position: 212 - 213, Format: N2.

Variable Label: A1 A25H Partners with MESA or a similar enrichment-model program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?

(check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSPDLEARN

Record #1, Position: 214 - 215, Format: N2.

Variable Label: A1 A25I Requires teacher prof development in how students learn math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
 (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions  
 Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium  
 Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA  
 Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students  
 Require teacher professional development in how students learn math or science  
 Require teacher professional development in increasing student interest in math or science  
 Something else  
 This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	339	35.91
1	Yes	470	49.79
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSPDINTRST

Record #1, Position: 216 - 217, Format: N2.

Variable Label: A1 A25J Requires teacher prof development in increasing interest in math/science

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science?  
 (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions  
 Partner with community colleges or universities that offer math or science summer programs or camps for high school students  
 Sponsor a math or science after-school program  
 Pair students with mentors in math or science  
 Bring in guest speakers to talk to students about math or science  
 Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	478	50.64
1	Yes	331	35.06
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSOTHER

Record #1, Position: 218 - 219, Format: N2.

Variable Label: A1 A25K Raises students math/science interest/achievement in another way

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

Code	Value Label	Frequency	Percentage
0	No	604	63.98
1	Yes	205	21.72
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1MSNONE

Record #1, Position: 220 - 221, Format: N2.

Variable Label: A1 A25L Doesn't do any of these to raise math/science interest/achievement

Variable Description:

- Does your school do any of the following to raise high school students' interest and achievement in math or science? (check all that apply)

Hold school-wide math or science fairs, workshops, or competitions

Partner with community colleges or universities that offer math or science summer programs or camps for high school students

Sponsor a math or science after-school program

Pair students with mentors in math or science

Bring in guest speakers to talk to students about math or science

Take students on math- or science-relevant field trips such as to a city aquarium or planetarium

Tell students about regional or state math or science contests, math or science web sites and blogs, or other math or science programs online or in your community, such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMA

Partner with Mathematics Engineering Science Achievement (MESA) or a similar enrichment-model program in your community or state that provides math or science academic development activities and services to students

Require teacher professional development in how students learn math or science

Require teacher professional development in increasing student interest in math or science

Something else

This school does not offer any of these programs or activities or anything else that is similar

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	790	83.69
1	Yes	19	2.01
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	79	8.37
TOTALS		944	100.00

Variable Name: A1G9SUMMER

Record #1, Position: 222 - 223, Format: N2.

Variable Label: A1 A26A Offers pre-HS summer reading/math instruction for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	484	51.27
1	Yes	330	34.96
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9OVERAGE

Record #1, Position: 224 - 225, Format: N2.

Variable Label: A1 A26B Offers learning communities for over-age student lacking HS prerequisite

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	668	70.76
1	Yes	146	15.47
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9COMMUNITY

Record #1, Position: 226 - 227, Format: N2.

Variable Label: A1 A26C Offers 9th grade learning communities separate from rest of school

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	580	61.44
1	Yes	234	24.79
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9BLOCKSCH

Record #1, Position: 228 - 229, Format: N2.

Variable Label: A1 A26D Offers block scheduling to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	116	12.29
1	Yes	214	22.67
-7	Item legitimate skip/NA	520	55.08
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	38	4.03
TOTALS		944	100.00

Variable Name: A1G9DOUBLE

Record #1, Position: 230 - 231, Format: N2.

Variable Label: A1 A26E Offers catch-up courses/double-dosing to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	381	40.36
1	Yes	433	45.87
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9STUDY

Record #1, Position: 232 - 233, Format: N2.

Variable Label: A1 A26F Offers study skill seminar/class for struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	476	50.42
1	Yes	338	35.81
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9TEACHER

Record #1, Position: 234 - 235, Format: N2.

Variable Label: A1 A26G Offers assistance for teachers working with struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills  
 Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	467	49.47
1	Yes	347	36.76
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84
TOTALS		944	100.00

Variable Name: A1G9TUTOR

Record #1, Position: 236 - 237, Format: N2.

Variable Label: A1 A26H Offers tutoring to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
 Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
 Small 9th grade learning communities or academies separate from the rest of the school  
 Block scheduling, also called double-block or extended-block scheduling  
 Catch-up courses or 'double-dosing' of classes  
 9th grade seminar or class(es) in study skills  
 Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1G9OTHRPROG

Record #1, Position: 238 - 239, Format: N2.

Variable Label: A1 A26I Offers another program to assist struggling 9th graders

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?

(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math  
 Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria  
 Small 9th grade learning communities or academies separate from the rest of the school  
 Block scheduling, also called double-block or extended-block scheduling  
 Catch-up courses or 'double-dosing' of classes  
 9th grade seminar or class(es) in study skills  
 Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders  
 Tutoring  
 Another program  
 There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
0	No	565	59.85
1	Yes	249	26.38
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	74	7.84



TOTALS		944	100.00
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Variable Name: A1G9NOPROG

Record #1, Position: 240 - 241, Format: N2.

Variable Label: A1 A26J School has no programs to assist struggling 9th graders

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer any of the following programs to assist 9th graders who are struggling academically?  
(check all that apply)

Summer program prior to entry into high school that provides supplemental instruction in reading and math

Small learning communities or Achievement Academies for over-aged students who have not met high school entry criteria

Small 9th grade learning communities or academies separate from the rest of the school

Block scheduling, also called double-block or extended-block scheduling

Catch-up courses or 'double-dosing' of classes

9th grade seminar or class(es) in study skills

Specific professional development, coaches, or technical assistance for teachers working with struggling 9th graders

Tutoring

Another program

There are no programs to assist 9th graders who are struggling academically

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1G9ABSENTEE

Record #1, Position: 242 - 243, Format: N2.

Variable Label: A1 A27A Grade 9 academic assistance recommended based on absentee record

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral

Parental request

Student request

Another way

Code	Value Label	Frequency	Percentage
0	No	316	33.47
1	Yes	490	51.91
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9GRADES

Record #1, Position: 244 - 245, Format: N2.

Variable Label: A1 A27B Grade 9 academic assistance recommended based on poor/failing grades

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record

Having poor or failing grades

Being behind on credits

Having disciplinary problems

Teacher's referral

Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	29	3.07
1	Yes	777	82.31
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9BEHIND

Record #1, Position: 246 - 247, Format: N2.

Variable Label: A1 A27C Grade 9 acad assistance recommended based on being behind on credits

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	256	27.12
1	Yes	550	58.26
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9BEHAVE

Record #1, Position: 248 - 249, Format: N2.

Variable Label: A1 A27D Grade 9 academic assistance recommended based on disciplinary problems

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	319	33.79
1	Yes	487	51.59

-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9TCHREF

Record #1, Position: 250 - 251, Format: N2.

Variable Label: A1 A27E Grade 9 academic assistance recommended based on teacher referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	39	4.13
1	Yes	767	81.25
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9CNSLREF

Record #1, Position: 252 - 253, Format: N2.

Variable Label: A1 A27F Grade 9 academic assistance recommended based on counselor referral

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

Absentee record  
 Having poor or failing grades  
 Being behind on credits  
 Having disciplinary problems  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Another way

Code	Value Label	Frequency	Percentage
0	No	118	12.50
1	Yes	688	72.88
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9PRNTREF

Record #1, Position: 254 - 255, Format: N2.

Variable Label: A1 A27G Grade 9 academic assistance recommended based on parental request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

- Absentee record
- Having poor or failing grades
- Being behind on credits
- Having disciplinary problems
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	111	11.76
1	Yes	695	73.62
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9REQUEST

Record #1, Position: 256 - 257, Format: N2.

Variable Label: A1 A27H Grade 9 academic assistance recommended based on student request

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

- Absentee record
- Having poor or failing grades
- Being behind on credits
- Having disciplinary problems
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	214	22.67
1	Yes	592	62.71
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1G9OTHER

Record #1, Position: 258 - 259, Format: N2.

Variable Label: A1 A27I Grade 9 academic assistance recommendations based on something else

Variable Description:

- On what basis are 9th graders who are struggling academically recommended to receive assistance?

(check all that apply)

- Absentee record
- Having poor or failing grades
- Being behind on credits
- Having disciplinary problems
- Teacher's referral
- Counselor's referral
- Parental request

Student request  
Another way

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	713	75.53
1	Yes	93	9.85
-7	Item legitimate skip/NA	7	0.74
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	75	7.94
TOTALS		944	100.00

Variable Name: A1CAPACITY

Record #1, Position: 260 - 262, Format: N3.

Variable Label: A1 B01 Percent capacity to which school is filled

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your high school's current enrollment expressed as a percentage of capacity such as 90 percent filled or 105 percent filled?

(Please round to the nearest whole number.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERALT

Record #1, Position: 263 - 264, Format: N2.

Variable Label: A1 B02A Alternative program offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERDOPRV

Record #1, Position: 265 - 266, Format: N2.

Variable Label: A1 B02B Dropout prevention program offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	613	64.94

1	Yes	269	28.50
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: A1OFFERAP

Record #1, Position: 267 - 268, Format: N2.

Variable Label: A1 B02C College Board Advanced Placement (AP) courses offered on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERNONE

Record #1, Position: 269 - 270, Format: N2.

Variable Label: A1 B02D None of these programs or courses are offered on-site

Variable Description:

- Which of the following programs or courses does [your school] offer on-site?

(check all that apply)

Alternative program

Dropout prevention program

College Board Advanced Placement (AP) courses

None of these

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	814	86.23
1	Yes	68	7.20
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: A1FREELUNCH

Record #1, Position: 271 - 273, Format: N3.

Variable Label: A1 B03A % of student body receiving free or reduced-price lunch

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ELL

Record #1, Position: 274 - 276, Format: N3.

Variable Label: A1 B03B % of student body who are English language learners

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SPECIALED

Record #1, Position: 277 - 279, Format: N3.

Variable Label: A1 B03C % of student body receiving Special Education services for disabilities

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALTPROG

Record #1, Position: 280 - 282, Format: N3.

Variable Label: A1 B03D % of student body enrolled in an alternative program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had an alternative education program on-site.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DROUOUTPRV

Record #1, Position: 283 - 285, Format: N3.

Variable Label: A1 B03E % of student body enrolled in a dropout prevention program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school had a dropout prevention program on-site.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AP

Record #1, Position: 286 - 288, Format: N3.

Variable Label: A1 B03F % of student body enrolled in Advanced Placement courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school]...

(Please enter '0' if none.)

receives free or reduced-price lunch?

are English language learners?

receives Special Education services for students with disabilities?

are enrolled in an alternative program [either at your school or] off-site?

are enrolled in a dropout prevention program [either at your school or] off-site?

are enrolled in College Board Advanced Placement (AP) courses [either at your school or] off-site?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and 'either at your school or' text was included if respondent indicated school offered AP courses on-site.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HISPSTU

Record #1, Position: 289 - 291, Format: N3.

Variable Label: A1 B04A % of student body of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native



Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WHITESTU

Record #1, Position: 292 - 294, Format: N3.

Variable Label: A1 B04B % of student body that is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BLACKSTU

Record #1, Position: 295 - 297, Format: N3.

Variable Label: A1 B04C % of student body that is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ASIANPISTU

Record #1, Position: 298 - 300, Format: N3.

Variable Label: A1 B04D % of student body that is Asian or Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AMINDIANST

Record #1, Position: 301 - 303, Format: N3.

Variable Label: A1 B04E % of student body that is American Indian or Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of the total student body in [your school] are members of the following groups? Please count each student only once.

(Please round your responses to the nearest whole number, and enter '0' for any group not present at your school. You may exclude any students whose race is not known. Your responses should sum to 100.)

Hispanic or Latino/Latina

White, non-Hispanic

Black or African American, non-Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1REPEATG9

Record #1, Position: 304 - 305, Format: N2.

Variable Label: A1 B05 % of the 2009-2010 9th-grade class that is repeating 9th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of [your school]'s 2009-2010 9th-grade class is repeating 9th grade?

(Please round to the nearest whole number.)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1RETURN09

Record #1, Position: 306 - 308, Format: N3.

Variable Label: A1 B06 % of 9th graders enrolled in this school Sept 2008 returned Sept 2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of 9th-grade students who were enrolled in your school in September of 2008 returned to your school in September of 2009?

(Please round to the nearest whole number.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A14YRDEGREE

Record #1, Position: 309 - 311, Format: N3.

Variable Label: A1 B07A % of 08-09 seniors who went to 4-year Bachelor's-granting institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A12YRDEGREE

Record #1, Position: 312 - 314, Format: N3.

Variable Label: A1 B07B % of 08-09 seniors who went to Associates-granting/technical institution

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WORK

Record #1, Position: 315 - 317, Format: N3.

Variable Label: A1 B07C % of 08-09 seniors who entered the workforce

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?

went on to 2-year, associate's degree-granting colleges or technical institutes?

entered the labor market?

joined the military?

did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MILITARY

Record #1, Position: 318 - 320, Format: N3.

Variable Label: A1 B07D % of 08-09 seniors who joined military

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?  
 went on to 2-year, associate's degree-granting colleges or technical institutes?  
 entered the labor market?  
 joined the military?  
 did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DIDOTHER

Record #1, Position: 321 - 323, Format: N3.

Variable Label: A1 B07E % of 08-09 seniors who did something else

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- (For the following question your answers should sum to 100%. Please round to whole numbers and answer '0' if there are no students in a category.)

What percentage of last year's 12th-grade class...

went on to 4-year, bachelor's degree-granting colleges?  
 went on to 2-year, associate's degree-granting colleges or technical institutes?  
 entered the labor market?  
 joined the military?  
 did something else?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTTCHRS

Record #1, Position: 324 - 326, Format: N3.

Variable Label: A1 C01A Total number of full-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers  
 part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTTCHRS

Record #1, Position: 327 - 329, Format: N3.

Variable Label: A1 C01B Total number of part-time teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many teachers work full-time and how many work part-time at [your school]?

full-time teachers  
 part-time teachers

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTMTCHRS

Record #1, Position: 330 - 332, Format: N3.

Variable Label: A1 C02A Number of full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTMTCHRS

Record #1, Position: 333 - 335, Format: N3.

Variable Label: A1 C02B Number of part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTSTCHRS

Record #1, Position: 336 - 338, Format: N3.

Variable Label: A1 C02C Number of full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PSCTCHRS

Record #1, Position: 339 - 341, Format: N3.

Variable Label: A1 C02D Number of part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FTOTHTCHRS

Record #1, Position: 342 - 344, Format: N3.

Variable Label: A1 C02E Number of full-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PTOTHTCHRS

Record #1, Position: 345 - 347, Format: N3.

Variable Label: A1 C02F Number of part-time high school teachers of all other subject areas

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For each of the following subject areas, please indicate the number of full-time teachers and part-time teachers that instruct high school students in [your school].

Please give your best estimate. If a teacher works full-time in [your school], but divides his or her time between subject areas, consider that teacher as part-time in each subject area.

Math

Science

All other subjects

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTFTMTCH

Record #1, Position: 348 - 349, Format: N2.

Variable Label: A1 C03A Number of certified full-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)

certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTPTMTCH

Record #1, Position: 350 - 351, Format: N2.

Variable Label: A1 C03B Number of certified part-time high school math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school math teachers in [your school], how many are certified by your state to teach math at the secondary school (9-12) level?

certified full-time high school math teachers (If none, enter 0)

certified part-time high school math teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time math teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTFTSTCH

Record #1, Position: 352 - 353, Format: N2.

Variable Label: A1 C03C Number of certified full-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTPTSTCH

Record #1, Position: 354 - 355, Format: N2.

Variable Label: A1 C03D Number of certified part-time high school science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time high school science teachers in [your school], how many are certified by your state to teach science at the secondary school (9-12) level?

certified full-time high school science teachers (If none, enter 0)

certified part-time high school science teachers (If none, enter 0)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time science teachers was filled based on respondent's previous responses, where applicable.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSRECRUIT

Record #1, Position: 356 - 357, Format: N2.

Variable Label: A1 C04 Whether recruited/interviewed HS math/science teachers for 2008-2009

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the school year 2008-2009, were there high school teaching vacancies in either your math or science departments for which teachers were recruited and interviewed?

Math vacancies only

Science vacancies only

Both math and science vacancies

No math or science vacancies

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1FILLMTH

Record #1, Position: 358 - 359, Format: N2.

Variable Label: A1 C05 Ease of filling high school mathematics teaching vacancies

Comment: "Could not fill math department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the mathematics department in your school? Would you say...

easy

somewhat difficult

very difficult or

you could not fill the vacancies in the math department?

Code	Value Label	Frequency	Percentage
1	Easy	123	13.03
2	Somewhat difficult	197	20.87
3	Very difficult or could not fill math dept. vacancies	97	10.28
-7	Item legitimate skip/NA	386	40.89
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	85	9.00
TOTALS		944	100.00

Variable Name: A1FILLSCI

Record #1, Position: 360 - 361, Format: N2.

Variable Label: A1 C06 Ease of filling high school science teaching vacancies

Comment: "Could not fill science department" recoded with "Very difficult" on the public use file.

Variable Description:

- How easy or difficult was it to fill the high school teaching vacancies in the science department in your school? Would you say...

easy

somewhat difficult

very difficult or

you could not fill the vacancies in the science department?

Code	Value Label	Frequency	Percentage
1	Easy	111	11.76
2	Somewhat difficult	183	19.39
3	Very difficult or could not fill science dept. vacancies	106	11.23
-7	Item legitimate skip/NA	400	42.37
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	88	9.32
TOTALS		944	100.00



Variable Name: A1MINCENTIVE

Record #1, Position: 362 - 363, Format: N2.

Variable Label: A1 C07 School/district offers incentives to attract FT HS math teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example, monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math teachers?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SINCENTIVE

Record #1, Position: 364 - 365, Format: N2.

Variable Label: A1 C08 School/district offers incentives to attract FT HS science teachers

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school or district offer signing bonuses or incentives for example monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school science teachers?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTNORETURN

Record #1, Position: 366 - 367, Format: N2.

Variable Label: A1 C09 # of 2008-2009 full-time math teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school math teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school math teachers returned this school year.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1STNORETURN

Record #1, Position: 368 - 369, Format: N2.

Variable Label: A1 C10 # of 2008-2009 full-time science teachers who did not return in 2009-2010

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How many full-time high school science teachers who taught in your school last year (2008-2009), did not return to teach at your school this year (2009-2010)?

(Please enter 0 if all high school science teachers returned this school year.)

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ABSENTTCHR

Record #1, Position: 370 - 371, Format: N2.

Variable Label: A1 C11 % of high school's teachers absent on an average day

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What percentage of your school's high school teachers are absent on an average day?  
(Please enter 0 if none.)

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPREALG

Record #1, Position: 372 - 373, Format: N2.

Variable Label: A1 D01A School offers PreAlgebra on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONRMTH

Record #1, Position: 374 - 375, Format: N2.

Variable Label: A1 D01B School offers Review or Remedial Math on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB

Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTMTH1

Record #1, Position: 376 - 377, Format: N2.

Variable Label: A1 D01C School offers Integrated Math I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTMTH2

Record #1, Position: 378 - 379, Format: N2.

Variable Label: A1 D01D School offers Integrated Math II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus

AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALGP1P2

Record #1, Position: 380 - 381, Format: N2.

Variable Label: A1 D01E School offers Algebra I, part 1 and part 2 on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG1

Record #1, Position: 382 - 383, Format: N2.

Variable Label: A1 D01F School offers Algebra I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry

Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG2

Record #1, Position: 384 - 385, Format: N2.

Variable Label: A1 D01G School offers Algebra II on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONGEOM

Record #1, Position: 386 - 387, Format: N2.

Variable Label: A1 D01H School offers Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I

Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONTRIG

Record #1, Position: 388 - 389, Format: N2.

Variable Label: A1 D01I School offers Trigonometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONALG3

Record #1, Position: 390 - 391, Format: N2.

Variable Label: A1 D01J School offers Algebra III on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I

Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONANGEOM

Record #1, Position: 392 - 393, Format: N2.

Variable Label: A1 D01K School offers Analytic Geometry on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLC

Record #1, Position: 394 - 395, Format: N2.

Variable Label: A1 D01L School offers Calculus on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPAB

Record #1, Position: 396 - 397, Format: N2.

Variable Label: A1 D01M School offers Calculus AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPBC

Record #1, Position: 398 - 399, Format: N2.

Variable Label: A1 D01N School offers Calculus AP (BC) on-site

Comment: Variable suppressed with -5 values on the public use file.



## Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCLCAPIB

Record #1, Position: 400 - 401, Format: N2.

Variable Label: A1 D01O School offers Calculus IB on-site

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCMPSCI

Record #1, Position: 402 - 403, Format: N2.

Variable Label: A1 D01P School offers Computer Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCMPSCIA

Record #1, Position: 404 - 405, Format: N2.

Variable Label: A1 D01Q School offers Computer Science AP (A) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Calculus IB  
 Computer Science  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00

TOTALS		944	100.00
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Variable Name: A1ONCMPSCIB

Record #1, Position: 406 - 407, Format: N2.

Variable Label: A1 D01R School offers Computer Science AP (AB) on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONSTATS

Record #1, Position: 408 - 409, Format: N2.

Variable Label: A1 D01S School offers Statistics or Probability on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONSTATSAP

Record #1, Position: 410 - 411, Format: N2.

Variable Label: A1 D01T School offers Statistics AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following math and computer sciences courses are offered onsite at your high school?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Calculus IB  
Computer Science  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPREALG

Record #1, Position: 412 - 413, Format: N2.

Variable Label: A1 D02A School offers PreAlgebra through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A

AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFRMTH

Record #1, Position: 414 - 415, Format: N2.

Variable Label: A1 D02B School offers Review or Remedial Math through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTMTH1

Record #1, Position: 416 - 417, Format: N2.

Variable Label: A1 D02C School offers Integrated Math I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III

Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTMTH2

Record #1, Position: 418 - 419, Format: N2.

Variable Label: A1 D02D School offers Integrated Math II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALGP1P2

Record #1, Position: 420 - 421, Format: N2.

Variable Label: A1 D02E School offers Algebra I, part 1 and part 2 through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I

Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG1

Record #1, Position: 422 - 423, Format: N2.

Variable Label: A1 D02F School offers Algebra I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG2

Record #1, Position: 424 - 425, Format: N2.

Variable Label: A1 D02G School offers Algebra II through some other means

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFGEOM

Record #1, Position: 426 - 427, Format: N2.

Variable Label: A1 D02H School offers Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFTRIG

Record #1, Position: 428 - 429, Format: N2.

Variable Label: A1 D02J School offers Trigonometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFALG3

Record #1, Position: 430 - 431, Format: N2.

Variable Label: A1 D02K School offers Algebra III through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science

Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFANGEOM

Record #1, Position: 432 - 433, Format: N2.

Variable Label: A1 D02L School offers Analytic Geometry through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLC

Record #1, Position: 434 - 435, Format: N2.

Variable Label: A1 D02M School offers Calculus through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry

Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPAB

Record #1, Position: 436 - 437, Format: N2.

Variable Label: A1 D02N School offers Calculus AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPBC

Record #1, Position: 438 - 439, Format: N2.

Variable Label: A1 D02O School offers Calculus AP (BC) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra

Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCMPSCI

Record #1, Position: 440 - 441, Format: N2.

Variable Label: A1 D02Q School offers Computer Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCLCAPIB

Record #1, Position: 442 - 443, Format: N2.

Variable Label: A1 D02P School offers Calculus IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFMPSCIA

Record #1, Position: 444 - 445, Format: N2.

Variable Label: A1 D02R School offers Computer Science AP (A) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCMPSCIB

Record #1, Position: 446 - 447, Format: N2.

Variable Label: A1 D02S School offers Computer Science AP (AB) through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science  
Calculus IB  
AP Computer Science, A  
AP Computer Science, AB  
Statistics or Probability  
AP Statistics  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFSTATS

Record #1, Position: 448 - 449, Format: N2.

Variable Label: A1 D02T School offers Statistics or Probability through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
Review or Remedial Math  
Integrated Math I  
Integrated Math II or above  
Algebra I, part 1 and part 2  
Algebra I  
Algebra II  
Geometry  
Trigonometry  
Algebra III  
Analytic Geometry  
Calculus  
AP Calculus, AB  
AP Calculus, BC  
Computer Science

Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFSTATSAP

Record #1, Position: 450 - 451, Format: N2.

Variable Label: A1 D02U School offers Statistics AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry  
 Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOMTHO

Record #1, Position: 452 - 453, Format: N2.

Variable Label: A1 D02V School doesn't offer any of these math courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

PreAlgebra  
 Review or Remedial Math  
 Integrated Math I  
 Integrated Math II or above  
 Algebra I, part 1 and part 2  
 Algebra I  
 Algebra II  
 Geometry

Trigonometry  
 Algebra III  
 Analytic Geometry  
 Calculus  
 AP Calculus, AB  
 AP Calculus, BC  
 Computer Science  
 Calculus IB  
 AP Computer Science, A  
 AP Computer Science, AB  
 Statistics or Probability  
 AP Statistics  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONGENSCI  
 Record #1, Position: 454 - 455, Format: N2.  
 Variable Label: A1 D03A School offers General Science on-site  
 Comment: Variable suppressed with -5 values on the public use file.  
 Variable Description:  
 - Which of the following science courses are offered onsite at your high school?  
 (Check all that apply.)  
 General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPHYSCI  
 Record #1, Position: 456 - 457, Format: N2.  
 Variable Label: A1 D03B School offers Physical Science on-site  
 Comment: Variable suppressed with -5 values on the public use file.  
 Variable Description:  
 - Which of the following science courses are offered onsite at your high school?  
 (Check all that apply.)  
 General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology



Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONERTHSCI

Record #1, Position: 458 - 459, Format: N2.

Variable Label: A1 D03C School offers Earth Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONENVSCI

Record #1, Position: 460 - 461, Format: N2.

Variable Label: A1 D03D School offers Environmental Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science

Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONTECH

Record #1, Position: 462 - 463, Format: N2.

Variable Label: A1 D03E School offers Principles of Technology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONBIO1

Record #1, Position: 464 - 465, Format: N2.

Variable Label: A1 D03F School offers Biology I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science

Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONLIFESCI

Record #1, Position: 466 - 467, Format: N2.

Variable Label: A1 D03G School offers Life Science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONCHEM1

Record #1, Position: 468 - 469, Format: N2.

Variable Label: A1 D03H School offers Chemistry I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science

Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONPHYS1

Record #1, Position: 470 - 471, Format: N2.

Variable Label: A1 D03I School offers Physics I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTGSCI1

Record #1, Position: 472 - 473, Format: N2.

Variable Label: A1 D03J School offers Integrated Science I on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONINTGSCI2

Record #1, Position: 474 - 475, Format: N2.

Variable Label: A1 D03K School offers Integrated Science II or above on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONANATOMY

Record #1, Position: 476 - 477, Format: N2.

Variable Label: A1 D03L School offers Anatomy or Physiology on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONENVAP

Record #1, Position: 478 - 479, Format: N2.

Variable Label: A1 D03M School offers Environmental Science AP on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I

Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADV BIO

Record #1, Position: 480 - 481, Format: N2.

Variable Label: A1 D03N School offers Advanced Biology, Biology II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other biological sciences such as botany, marine biology, or zoology

Other physical sciences such as astronomy or electronics

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADV CHEM

Record #1, Position: 482 - 483, Format: N2.

Variable Label: A1 D03O School offers Advanced Chemistry, Chemistry II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science

Physical Science

Earth Science

Environmental Science

Principles of Technology

Biology I

Life Science

Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONADVPHYS

Record #1, Position: 484 - 485, Format: N2.

Variable Label: A1 D03P School offers Advanced Physics, Physics II, AP, or IB on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONOTHBIO

Record #1, Position: 486 - 487, Format: N2.

Variable Label: A1 D03Q School offers an Other biological science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I



Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

**BAPHYOTH**

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
<b>TOTALS</b>		944	100.00

Variable Name: A1ONOTHPSCI

Record #1, Position: 488 - 489, Format: N2.

Variable Label: A1 D03R School offers an Other physical science on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

BAPHYOTH

Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ONOTHESCI

Record #1, Position: 490 - 491, Format: N2.

Variable Label: A1 D03S School offers an Other earth or environmental sciences on-site

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following science courses are offered onsite at your high school?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Environmental Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other biological sciences such as botany, marine biology, or zoology  
 Other physical sciences such as astronomy or electronics  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

Code	Value Label	Frequency	Percentage
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-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFGENSCI

Record #1, Position: 492 - 493, Format: N2.

Variable Label: A1 D04A School offers General Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPHYSCI

Record #1, Position: 494 - 495, Format: N2.

Variable Label: A1 D04B School offers Physical Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFERTHSCI

Record #1, Position: 496 - 497, Format: N2.

Variable Label: A1 D04C School offers Earth Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFTECH

Record #1, Position: 498 - 499, Format: N2.

Variable Label: A1 D04D School offers Principles of Technology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology

AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFBIO1

Record #1, Position: 500 - 501, Format: N2.

Variable Label: A1 D04E School offers Biology I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFLSCI

Record #1, Position: 502 - 503, Format: N2.

Variable Label: A1 D04F School offers Life Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I

Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFCHEM1

Record #1, Position: 504 - 505, Format: N2.

Variable Label: A1 D04G School offers Chemistry I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFPHYS1

Record #1, Position: 506 - 507, Format: N2.

Variable Label: A1 D04H School offers Physics I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science

Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTSCI1

Record #1, Position: 508 - 509, Format: N2.

Variable Label: A1 D04I School offers Integrated Science I through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFINTSCI2

Record #1, Position: 510 - 511, Format: N2.

Variable Label: A1 D04J School offers Integrated Science II or above through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFENVSCI

Record #1, Position: 512 - 513, Format: N2.

Variable Label: A1 D04K School offers Environmental Science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00



Variable Name: A1OFFANATOMY

Record #1, Position: 514 - 515, Format: N2.

Variable Label: A1 D04L School offers Anatomy or Physiology through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFENVAP

Record #1, Position: 516 - 517, Format: N2.

Variable Label: A1 D04M School offers Environmental Science AP through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
Physical Science  
Earth Science  
Principles of Technology  
Biology I  
Life Science  
Chemistry I  
Physics I  
Integrated Science I  
Integrated Science II or above  
Environmental Science  
Anatomy or Physiology  
AP Environmental Science  
AP or IB Advanced Biology or Biology II  
AP or IB Advanced Chemistry or Chemistry II  
AP or IB Advanced Physics or Physics II  
Other physical sciences such as astronomy or electronics  
Other biological sciences such as botany, marine biology, or zoology  
Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADV BIO

Record #1, Position: 518 - 519, Format: N2.

Variable Label: A1 D04N School offers Advanced Biology/Bio II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADV CHEM

Record #1, Position: 520 - 521, Format: N2.

Variable Label: A1 D04O School offers Advanced Chemistry/Chem II/AP/IB thru some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFADVPHYS

Record #1, Position: 522 - 523, Format: N2.

Variable Label: A1 D04P School offers Advanced Physics/Phys II/AP/IB through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology

AP Environmental Science

AP or IB Advanced Biology or Biology II

AP or IB Advanced Chemistry or Chemistry II

AP or IB Advanced Physics or Physics II

Other physical sciences such as astronomy or electronics

Other biological sciences such as botany, marine biology, or zoology

Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology

None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHPSCI

Record #1, Position: 524 - 525, Format: N2.

Variable Label: A1 D04Q School offers an Other physical science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science

Physical Science

Earth Science

Principles of Technology

Biology I

Life Science

Chemistry I

Physics I

Integrated Science I

Integrated Science II or above

Environmental Science

Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHBIO

Record #1, Position: 526 - 527, Format: N2.

Variable Label: A1 D04R School offers an Other biological science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1OFFOTHESCI

Record #1, Position: 528 - 529, Format: N2.

Variable Label: A1 D04S School offers an Other earth or env science through some other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science

Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1NOSCIO

Record #1, Position: 530 - 531, Format: N2.

Variable Label: A1 D04T School doesn't offer any of these science courses through other means

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?

(Check all that apply.)

General Science  
 Physical Science  
 Earth Science  
 Principles of Technology  
 Biology I  
 Life Science  
 Chemistry I  
 Physics I  
 Integrated Science I  
 Integrated Science II or above  
 Environmental Science  
 Anatomy or Physiology  
 AP Environmental Science  
 AP or IB Advanced Biology or Biology II  
 AP or IB Advanced Chemistry or Chemistry II  
 AP or IB Advanced Physics or Physics II  
 Other physical sciences such as astronomy or electronics  
 Other biological sciences such as botany, marine biology, or zoology  
 Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology  
 None of these

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1IB

Record #1, Position: 532 - 533, Format: N2.

Variable Label: A1 D05 School offers an International Baccalaureate (IB) program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your high school offer an International Baccalaureate (IB) program?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTHREQS

Record #1, Position: 534 - 535, Format: N2.

Variable Label: A1 D06 School requires completion of specific math course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific math course or courses for graduation?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MTHSTREQ

Record #1, Position: 536 - 537, Format: N2.

Variable Label: A1 D07 Describe how math course(s) required for grad compare with state's reqs

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific math course or courses your school requires for graduation? Would you say...  
the same as the math course or courses required by your State Department of Education  
more advanced than the math course or courses required by your State Department of Education or  
your State Department of Education does not require specific math courses for graduation?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCIREQS

Record #1, Position: 538 - 539, Format: N2.

Variable Label: A1 D08 School requires completion of specific sci course(s) for graduation

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- For the graduating class of 2013, does your high school require the completion of a specific science course or courses for graduation?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1SCISTREQ

Record #1, Position: 540 - 541, Format: N2.

Variable Label: A1 D09 Describe how science course(s) required for grad compare with state's req

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- How would you describe the specific science course or courses your school requires for graduation? Would you say...  
the same as the science course or courses required by your State Department of Education  
more advanced than the science course or courses required by your State Department of Education or  
your State Department of Education does not require specific science courses for graduation?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00

TOTALS		944	100.00
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Variable Name: A1ALG1LEVELS

Record #1, Position: 542 - 543, Format: N2.

Variable Label: A1 D10 School offers Algebra I levels for students w/ different abilities

Variable Description:

- Does your high school offer different levels of Algebra I for students who vary in ability or in academic background such as prior 8th grade coursework in math?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	266	28.18
1	Yes	536	56.78
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	86	9.11
TOTALS		944	100.00

Variable Name: A1SEX

Record #1, Position: 544 - 545, Format: N2.

Variable Label: A1 E01 Principal's sex

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is your sex?

Male

Female

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HISP

Record #1, Position: 546 - 547, Format: N2.

Variable Label: A1 E02A Principal is of Hispanic/Latino/Latina origin

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you of Hispanic or Latino/Latina origin?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WHITE

Record #1, Position: 548 - 549, Format: N2.

Variable Label: A1 E02B Principal is White

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BLACK

Record #1, Position: 550 - 551, Format: N2.

Variable Label: A1 E02C Principal is Black or African American

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ASIAN

Record #1, Position: 552 - 553, Format: N2.

Variable Label: A1 E02D Principal is Asian

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PACISLE

Record #1, Position: 554 - 555, Format: N2.

Variable Label: A1 E02E Principal is Native Hawaiian/Pacific Islander

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native



Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1AMINDIAN

Record #1, Position: 556 - 557, Format: N2.

Variable Label: A1 E02F Principal is American Indian/Alaska Native

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [In addition to learning about your Hispanic background, we would also like to know about your racial background.]

Which of the following choices describe your race? You may choose more than one.

(Check all that apply.)

White

Black

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Note: Question wording was customized in the survey instrument such that if respondent indicated they were of Hispanic/Latino origin, then bracketed text above was displayed.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIDEG

Record #1, Position: 558 - 559, Format: N2.

Variable Label: A1 E03 Principal's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational Specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJV

Record #1, Position: 560 - 599, Format: A40

Variable Label: A1 E04A Principal's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJ6

Record #1, Position: 600 - 606, Format: A7

Variable Label: A1 E04C Principal's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HIMAJ2

Record #1, Position: 607 - 608, Format: N2.

Variable Label: A1 E04B Principal's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJV

Record #1, Position: 609 - 648, Format: A40

Variable Label: A1 E05A Principal's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJV was logically imputed to A1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJ6

Record #1, Position: 649 - 655, Format: A7

Variable Label: A1 E05C Principal's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ6 was logically imputed to A1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BAMAJ2

Record #1, Position: 656 - 657, Format: N2.

Variable Label: A1 E05B Principal's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)

Note: A1BAMAJ2 was logically imputed to A1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1STARTDEG

Record #1, Position: 658 - 659, Format: N2.

Variable Label: A1 E06 Principal has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned"; response options were conditionally displayed based on respondent's actual highest degree earned.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MANAGEMENT

Record #1, Position: 660 - 661, Format: N2.

Variable Label: A1 E07 Prior management experience outside of the field of education

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Before you became a principal, did you have any management experience outside of the field of education?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ALTPREP

Record #1, Position: 662 - 663, Format: N2.

Variable Label: A1 E08 Whether became a principal through alternative prep program

Comment: Variable suppressed with -5 values on the public use file.

## Variable Description:

- Did you become a principal through alternative prep programs, such as New Leaders for New Schools?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CERTIFIED

Record #1, Position: 664 - 665, Format: N2.

Variable Label: A1 E09 Principal is certified as a principal in this state

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Are you currently certified as a principal in your state?

Yes

No

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSADMIN

Record #1, Position: 666 - 667, Format: N2.

Variable Label: A1 E10 Years served as principal of any school

Comment: Recoded 13 and 15 as 14, 16 and 18 as 17, and greater than 19 as 19 on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
C	1 - 19	787	83.37
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	101	10.70
TOTALS		944	100.00

Variable Name: A1YRSHSLSSCH

Record #1, Position: 668 - 669, Format: N2.

Variable Label: A1 E11 Years served as principal of this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including this school year, how many years have you served as the principal of [your school] or any other school?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of "your school".

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TEACHING

Record #1, Position: 670 - 671, Format: N2.

Variable Label: A1 E12 Principal is currently teaching in this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In addition to serving as principal, are you currently teaching at [your school]?

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSMSTCHR

Record #1, Position: 672 - 673, Format: N2.

Variable Label: A1 E13A Principal's years of middle school teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How ]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1YRSHSTCHR

Record #1, Position: 674 - 675, Format: N2.

Variable Label: A1 E13B Principal's years of secondary teaching experience

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- [Including this school year, how /How ]many years of middle school and high school teaching experience do you have?

(Please enter '0' if you have no teaching experience at a level.)

Middle (6-8)

Secondary (9-12)

Note: Question wording was customized in the survey instrument based on whether the respondent indicated they were currently teaching at their school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MSSUBJECT

Record #1, Position: 676 - 677, Format: N2.

Variable Label: A1 E14 Main subject principal taught at middle school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the middle school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HSSUBJECT

Record #1, Position: 678 - 679, Format: N2.

Variable Label: A1 E15 Main subject principal taught at high school level

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was the main subject that you taught at the high school level?

English

Math

History or social studies or social science

Natural or physical sciences

Foreign languages

Physical education

Vocational education

Business

Other subject

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HRTEACHERS

Record #1, Position: 680 - 681, Format: N2.

Variable Label: A1 E16A Hours/week spent working with teachers on instructional issues

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 60	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRINTMGMENT

Record #1, Position: 682 - 683, Format: N2.

Variable Label: A1 E16B Hours/week spent on internal school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 50	765	81.04
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	123	13.03
TOTALS		944	100.00

Variable Name: A1HREXTMGMENT

Record #1, Position: 684 - 685, Format: N2.

Variable Label: A1 E16C Hours/week spent on external school management

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 50	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRDISCIPLN

Record #1, Position: 686 - 687, Format: N2.

Variable Label: A1 E16D Hours/week spent on student discipline/attendance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1HRMONITOR

Record #1, Position: 688 - 689, Format: N2.

Variable Label: A1 E16E Hours/week spent monitoring hallways/campus/lunchroom

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues  
 Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos  
 External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community  
 Student discipline or attendance  
 Monitoring hallways, campus, or lunchroom  
 Your own teaching assignments  
 Talking and meeting with parents  
 Meeting with students  
 Paperwork required by local, state, or federal authorities  
 Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 40	766	81.14
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	122	12.92
TOTALS		944	100.00

Variable Name: A1HRTEACHING

Record #1, Position: 690 - 691, Format: N2.

Variable Label: A1 E16F Hours/week spent on principal's own teaching assignments

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 25	53	5.61
-7	Item legitimate skip/NA	733	77.65
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	102	10.81
TOTALS		944	100.00

Variable Name: A1HRPARENT

Record #1, Position: 692 - 693, Format: N2.

Variable Label: A1 E16G Hours/week spent talking and meeting with parents

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 40	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRSTUDENT



Record #1, Position: 694 - 695, Format: N2.

Variable Label: A1 E16H Hours/week spent meeting with students

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 60	767	81.25
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	121	12.82
TOTALS		944	100.00

Variable Name: A1HRPAPERWK

Record #1, Position: 696 - 697, Format: N2.

Variable Label: A1 E16I Hours/week spent on paperwork required by authorities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents

Meeting with students

Paperwork required by local, state, or federal authorities

Other work-related activities

Code	Value Label	Frequency	Percentage
C	0 - 77	760	80.51
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	128	13.56
TOTALS		944	100.00

Variable Name: A1HROTH

Record #1, Position: 698 - 699, Format: N2.

Variable Label: A1 E16J Hours/week spent on other activities

Variable Description:

- In an average work week, how many hours do you spend on the following activities?

(Enter '0' if none)

Working with teachers on instructional issues

Internal school management such as creating weekly calendars, dealing with vendors, office management, or writing memos

External school management such as district or superintendent meetings, financial operations, public relations, or communicating with decision-makers outside the school community

Student discipline or attendance

Monitoring hallways, campus, or lunchroom

Your own teaching assignments

Talking and meeting with parents  
Meeting with students  
Paperwork required by local, state, or federal authorities  
Other work-related activities

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
C	0 - 45	659	69.81
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	229	24.26
TOTALS		944	100.00

Variable Name: A1TARDY

Record #1, Position: 700 - 701, Format: N2.

Variable Label: A1 E17A Student tardiness is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student tardiness

Not a problem  
Minor problem  
Moderate problem  
Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	112	11.86
2	Minor problem	399	42.27
3	Moderate problem	212	22.46
4	Serious problem	58	6.14
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1STUABSENT

Record #1, Position: 702 - 703, Format: N2.

Variable Label: A1 E17B Student absenteeism is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student absenteeism

Not a problem  
Minor problem  
Moderate problem  
Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1CUT

Record #1, Position: 704 - 705, Format: N2.

Variable Label: A1 E17C Student class cutting is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student class cutting

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TCHRAbsent

Record #1, Position: 706 - 707, Format: N2.

Variable Label: A1 E17D Teacher absenteeism is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Teacher absenteeism

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	398	42.16
2	Minor problem	305	32.31
3	Moderate to serious problem	76	8.05
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	109	11.55
TOTALS		944	100.00

Variable Name: A1DROPOUT

Record #1, Position: 708 - 709, Format: N2.

Variable Label: A1 E17E Students dropping out is a problem at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students dropping out

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1APATHY

Record #1, Position: 710 - 711, Format: N2.

Variable Label: A1 E17F Student apathy is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Student apathy

Not a problem  
 Minor problem  
 Moderate problem  
 Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	123	13.03
2	Minor problem	350	37.08
3	Moderate problem	229	24.26
4	Serious problem	81	8.58
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	105	11.12
TOTALS		944	100.00

Variable Name: A1PRNTINV

Record #1, Position: 712 - 713, Format: N2.

Variable Label: A1 E17G Lack of parental involvement is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of parental involvement

Not a problem  
 Minor problem  
 Moderate problem  
 Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	201	21.29
2	Minor problem	270	28.60
3	Moderate problem	212	22.46
4	Serious problem	98	10.38
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1UNPREP

Record #1, Position: 714 - 715, Format: N2.

Variable Label: A1 E17H Students coming unprepared to learn is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Students come to school unprepared to learn

Not a problem  
 Minor problem  
 Moderate problem  
 Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not a problem	117	12.39
2	Minor problem	338	35.81
3	Moderate problem	257	27.22

4	Serious problem	65	6.89
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	111	11.76
TOTALS		944	100.00

Variable Name: A1HEALTH

Record #1, Position: 716 - 717, Format: N2.

Variable Label: A1 E17I Poor student health is a problem at this school

Comment: "Serious problem" recoded as "Moderate to serious problem" on the public use file.

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Poor student health

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	407	43.11
2	Minor problem	308	32.63
3	Moderate to serious problem	66	6.99
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	107	11.33
TOTALS		944	100.00

Variable Name: A1RESOURCES

Record #1, Position: 718 - 719, Format: N2.

Variable Label: A1 E17J Lack of teacher resources and materials is a problem at this school

Variable Description:

- To what degree is each of the following matters a problem at [your school]?

Lack of resources and materials for teachers

Not a problem

Minor problem

Moderate problem

Serious problem

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
1	Not a problem	300	31.78
2	Minor problem	305	32.31
3	Moderate problem	141	14.94
4	Serious problem	32	3.39
-8	Unit non-response/component not applicable	56	5.93
-9	Missing	110	11.65
TOTALS		944	100.00

Variable Name: A1CONFLICT

Record #1, Position: 720 - 721, Format: N2.

Variable Label: A1 E18A Frequency of physical conflicts among students at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical conflicts among students

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1ROBBERY

Record #1, Position: 722 - 723, Format: N2.

Variable Label: A1 E18B Frequency of robbery or theft at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Robbery or theft

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VANDALISM

Record #1, Position: 724 - 725, Format: N2.

Variable Label: A1 E18C Frequency of vandalism at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Vandalism

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DRUGUSE

Record #1, Position: 726 - 727, Format: N2.

Variable Label: A1 E18D Frequency of student illegal drug use at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of illegal drugs while at school

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00

TOTALS		944	100.00
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Variable Name: A1ALCOHOL

Record #1, Position: 728 - 729, Format: N2.

Variable Label: A1 E18E Frequency of students use of alcohol while at school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student use of alcohol while at school

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DRUGSALE

Record #1, Position: 730 - 731, Format: N2.

Variable Label: A1 E18F Frequency of drug sales on the way to/from school or on school grounds

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

The sale of drugs on the way to or from school or on school grounds

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1WEAPONS

Record #1, Position: 732 - 733, Format: N2.

Variable Label: A1 E18G Frequency of student possession of weapons at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student possession of weapons

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1PHYSABUSE

Record #1, Position: 734 - 735, Format: N2.

Variable Label: A1 E18H Frequency of physical abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Physical abuse of teachers

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1TENSION

Record #1, Position: 736 - 737, Format: N2.

Variable Label: A1 E18I Frequency of student racial tensions at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student racial tensions

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1BULLY

Record #1, Position: 738 - 739, Format: N2.

Variable Label: A1 E18J Frequency of student bullying at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student bullying

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1VERBAL

Record #1, Position: 740 - 741, Format: N2.

Variable Label: A1 E18K Frequency of student verbal abuse of teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student verbal abuse of teachers

Daily  
At least once a week  
At least once a month  
On occasion  
Never happens

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1MISBEHAVE

Record #1, Position: 742 - 743, Format: N2.

Variable Label: A1 E18L Frequency of student in-class misbehavior at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student in-class misbehavior

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1DISRESPECT

Record #1, Position: 744 - 745, Format: N2.

Variable Label: A1 E18M Frequency of student acts of disrespect for teachers at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student acts of disrespect for teachers

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: A1GANG

Record #1, Position: 746 - 747, Format: N2.

Variable Label: A1 E18N Frequency of student gang activities at this school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To the best of your knowledge how often do the following types of problems occur at your high school?

Student gang activities

Daily

At least once a week

At least once a month

On occasion

Never happens

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1FTCNLS

Record #1, Position: 748 - 749, Format: N2.

Variable Label: C1 A01A Number of full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PTCNLSL

Record #1, Position: 750 - 751, Format: N2.

Variable Label: C1 A01B Number of part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Including yourself, how many full-time and part-time counselors work with high school students at [your school]?

full-time counselor(s)

part-time counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1FTCERTCNLSL

Record #1, Position: 752 - 753, Format: N2.

Variable Label: C1 A02A Number of certified full-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

certified full-time high school counselor(s)

certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PTCERTCNLSL

Record #1, Position: 754 - 755, Format: N2.

Variable Label: C1 A02B Number of certified part-time high school counselors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Of the [X] full-time and [X] part-time counselors assigned to high school students, how many are certified as high school counselors?

certified full-time high school counselor(s)

certified part-time high school counselor(s)

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school', and the total number of full-time/part-time high school counselor(s) was filled based on respondent's previous responses, where applicable.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CASELOAD

Record #1, Position: 756 - 758, Format: N3.

Variable Label: C1 A03 Average caseload for school's counselors

Variable Description:

- On average, what is the caseload for a counselor in this school?  
students per counselor

Code	Value Label	Frequency	Percentage
C	2 - 999	852	90.25
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1ASSIGNMENT

Record #1, Position: 759 - 760, Format: N2.

Variable Label: C1 A04 How counselors are assigned to students

Variable Description:

- Which of the following best describes how counselors are assigned to students at this school?

Would you say counselors are assigned...

- to all students at this school
- to a specific grade level such as a 9th grade counselor
- to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2013
- to a group of students whose last names fall within a slice of the alphabet such as all students with last names from 'A to D'
- to small learning communities such as schools-within-a-school, pods, and houses or
- in another way?

Code	Value Label	Frequency	Percentage
1	Assigned to all students at school	189	20.02
2	Assigned to a specific grade level	153	16.21
3	Assigned to incoming 9th grade class	68	7.20
4	Assigned to subset based on last name	353	37.39
5	Assigned to specific in-schl community	38	4.03
6	In another way?	50	5.30
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1HRSSCHED

Record #1, Position: 761 - 762, Format: N2.

Variable Label: C1 A05A % hours counseling staff spent on high school course choice/scheduling

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Choice and scheduling of high school courses

- 5% or less
- 6%-10%
- 11%-20%
- 21%-50%
- More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	50	5.30
2	6%-10%	124	13.14
3	11%-20%	244	25.85
4	21%-50%	338	35.81
5	More than 50%	82	8.69

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1HRSCOLLEGE

Record #1, Position: 763 - 764, Format: N2.

Variable Label: C1 A05B % hours counseling staff spent on college readiness/selection/apply

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Assisting students with college readiness, selection, and applications

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	22	2.33
2	6%-10%	137	14.51
3	11%-20%	279	29.56
4	21%-50%	319	33.79
5	More than 50%	83	8.79
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1HRSCAREER

Record #1, Position: 765 - 766, Format: N2.

Variable Label: C1 A05C % hours counseling staff spent on occupational choice/career planning

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Occupational choice and career planning

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	170	18.01
2	6%-10%	291	30.83
3	11%-20%	266	28.18
4	21%-50%	98	10.38
5	More than 50%	12	1.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1HRSDEVELOP

Record #1, Position: 767 - 768, Format: N2.

Variable Label: C1 A05D % hours counseling staff spent on personal/academic/career development

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Personal, social, academic and career development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	57	6.04
2	6%-10%	198	20.97
3	11%-20%	298	31.57
4	21%-50%	211	22.35
5	More than 50%	70	7.42
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1HRSJOB SKLL

Record #1, Position: 769 - 770, Format: N2.

Variable Label: C1 A05E % hours counseling staff spent on job placement/job skill development

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Job placement and employability skill development

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	5% or less	537	56.89
2	6%-10%	193	20.44
3	11%-20%	80	8.47
4	More than 20%	16	1.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	26	2.75
TOTALS		944	100.00

Variable Name: C1HRSPROBLEM

Record #1, Position: 771 - 772, Format: N2.

Variable Label: C1 A05F % hours counseling staff spent on school/personal problems

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Students' attendance, discipline, and other school and personal problems

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
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1	5% or less	167	17.69
2	6%-10%	227	24.05
3	11%-20%	243	25.74
4	21%-50%	158	16.74
5	More than 50%	37	3.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1HRSTESTING

Record #1, Position: 773 - 774, Format: N2.

Variable Label: C1 A05G % hours counseling staff spent on academic testing

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Academic testing

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	253	26.80
2	6%-10%	230	24.36
3	11%-20%	205	21.72
4	21%-50%	111	11.76
5	More than 50%	25	2.65
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	28	2.97
TOTALS		944	100.00

Variable Name: C1HRSNONCNSL

Record #1, Position: 775 - 776, Format: N2.

Variable Label: C1 A05H % hours counseling staff spent on non-counseling activities

Comment: More than 50% recoded as More than 20% on the public use file.

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Non-counseling activities such as hall or lunch duty, substitute teaching, bus duty, etc.

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	639	67.69
2	6%-10%	116	12.29
3	11%-20%	52	5.51
4	More than 20%	23	2.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	22	2.33
TOTALS		944	100.00

Variable Name: C1HRSOTHCONSL

Record #1, Position: 777 - 778, Format: N2.

Variable Label: C1 A05I % hours counseling staff spent on other counseling activities

Variable Description:

- Last school year (2008-2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?

Other counseling activities

5% or less

6%-10%

11%-20%

21%-50%

More than 50%

Code	Value Label	Frequency	Percentage
1	5% or less	255	27.01
2	6%-10%	252	26.69
3	11%-20%	181	19.17
4	21%-50%	74	7.84
5	More than 50%	12	1.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	78	8.26
TOTALS		944	100.00

Variable Name: C1GOAL1

Record #1, Position: 779 - 780, Format: N2.

Variable Label: C1 A06 School counseling program's most emphasized goal

Variable Description:

- Which one of the following goals does your school's counseling program emphasize the most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

Code	Value Label	Frequency	Percentage
1	Help students prep for work roles after HS	25	2.65
2	Help students w/ personal growth/developmnt	124	13.14
3	Help students prep for postsec schooling	436	46.19
4	Help students improve achievement in HS	265	28.07
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1GOAL2

Record #1, Position: 781 - 782, Format: N2.

Variable Label: C1 A07 School counseling program's second most emphasized goal

Variable Description:

- Of the three goals remaining, which one does your school's counseling program emphasize most? Would you say...

helping students plan and prepare for their work roles after high school

helping students with personal growth and development

helping students plan and prepare for postsecondary schooling

helping students improve their achievement in high school

Note: Response options were customized such that the three goals not previously selected by the respondent were the only options displayed in this question.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Help students prep for work roles after HS	77	8.16
2	Help students w/ personal growth/developmnt	180	19.07
3	Help students prep for postsec schooling	240	25.42
4	Help students improve achievement in HS	351	37.18
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1GOAL3

Record #1, Position: 783 - 784, Format: N2.

Variable Label: C1 A08 School counseling program's third most emphasized goal

Variable Description:

- Of the two goals remaining, which one does your school's counseling program emphasize more? Would you say...
  - helping students plan and prepare for their work roles after high school
  - helping students with personal growth and development
  - helping students plan and prepare for postsecondary schooling
  - helping students improve their achievement in high school

Note: Response options were customized such that the two goals not previously selected by the respondent were the only options displayed in this question.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Help students prep for work roles after HS	168	17.80
2	Help students w/ personal growth/developmnt	357	37.82
3	Help students prep for postsec schooling	144	15.25
4	Help students improve achievement in HS	177	18.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: C1DISCIPLINE

Record #1, Position: 785 - 786, Format: N2.

Variable Label: C1 A09 Who (besides teacher) primarily deals with discipline problems

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Besides teachers, who on the school's staff has primary responsibility for dealing with students with serious discipline problems?
  - Counseling staff
  - School principal
  - Assistant principal
  - Dean of students
  - Someone else on the school's staff

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1G9LOWEST

Record #1, Position: 787 - 788, Format: N2.

Variable Label: C1 A10 Whether school includes 8th grade

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does [your school] include 8th grade or is 9th grade the lowest grade?
  - [your school] includes 8th grade
  - [your school]'s lowest grade is 9th grade

Note: Question wording and response options were customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1TRANSCNSL

Record #1, Position: 789 - 790, Format: N2.

Variable Label: C1 A11A MS counselors meet with HS counselors to assist with student transition

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	311	32.94
1	Yes	438	46.40
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANSCRS

Record #1, Position: 791 - 792, Format: N2.

Variable Label: C1 A11B HS counselors meet with 8th graders to select 9th grade courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	344	36.44
1	Yes	405	42.90
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPRNT

Record #1, Position: 793 - 794, Format: N2.

Variable Label: C1 A11C HS counselors present HS course/registration information to MS parents

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	151	16.00
1	Yes	598	63.35
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPLCY

Record #1, Position: 795 - 796, Format: N2.

Variable Label: C1 A11D HS counselors use placement policy to place students in grade 9 courses

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff

High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school

High school counselors present information to middle grade students' parents or guardians about high school courses and registration

High school counselors place 8th grade students into 9th grade courses based on school or district placement policies

High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	353	37.39
1	Yes	396	41.95
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANPRES

Record #1, Position: 797 - 798, Format: N2.

Variable Label: C1 A11E HS counselors present HS course/registration information to MS students

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff  
 High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school  
 High school counselors present information to middle grade students' parents or guardians about high school courses and registration  
 High school counselors place 8th grade students into 9th grade courses based on school or district placement policies  
 High school counselors present information to middle grade students about high school courses and registration  
 Counselors assist in some other way  
 Counselors do not assist students in the transition from middle school to high school.  
 Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	147	15.57
1	Yes	602	63.77
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANCOTH

Record #1, Position: 799 - 800, Format: N2.

Variable Label: C1 A11F HS counselors assist students with transition from MS to HS in other way

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff  
 High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school  
 High school counselors present information to middle grade students' parents or guardians about high school courses and registration  
 High school counselors place 8th grade students into 9th grade courses based on school or district placement policies  
 High school counselors present information to middle grade students about high school courses and registration  
 Counselors assist in some other way  
 Counselors do not assist students in the transition from middle school to high school.  
 Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	552	58.47
1	Yes	197	20.87
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANOT

Record #1, Position: 801 - 802, Format: N2.

Variable Label: C1 A11G HS counselors do not assist students with transition from MS to HS

Variable Description:

- How do counselors assist students in the transition from middle school to [your school]?

(Check all that apply.)

Middle school counselors meet with high school counselors or staff  
 High school counselors meet with individual 8th grade students and assist them with selecting 9th grade courses while they are still in middle school  
 High school counselors present information to middle grade students' parents or guardians about high school courses and registration  
 High school counselors place 8th grade students into 9th grade courses based on school or district placement policies  
 High school counselors present information to middle grade students about high school courses and registration

Counselors assist in some other way

Counselors do not assist students in the transition from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	733	77.65
1	Yes	16	1.69
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	2	0.21
TOTALS		944	100.00

Variable Name: C1TRANSTUDPR

Record #1, Position: 803 - 804, Format: N2.

Variable Label: C1 A12A HS students present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [your school]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	390	41.31
1	Yes	361	38.24
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSTFFPR

Record #1, Position: 805 - 806, Format: N2.

Variable Label: C1 A12B HS staff present information at MS to assist with student transition

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	290	30.72
1	Yes	461	48.83
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANVISIT

Record #1, Position: 807 - 808, Format: N2.

Variable Label: C1 A12C Before school year MS students are invited to HS social event

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	253	26.80
1	Yes	498	52.75
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANCLASS

Record #1, Position: 809 - 810, Format: N2.

Variable Label: C1 A12D MS students attend regular classes at HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	663	70.23
1	Yes	88	9.32
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANADMIN

Record #1, Position: 811 - 812, Format: N2.

Variable Label: C1 A12E MS and HS administrators meet together on articulation and programs

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	409	43.33
1	Yes	342	36.23
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANTCHRS

Record #1, Position: 813 - 814, Format: N2.

Variable Label: C1 A12F MS and HS teachers meet together on courses and requirements

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	456	48.31
1	Yes	295	31.25
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANBUDDY

Record #1, Position: 815 - 816, Format: N2.

Variable Label: C1 A12G Buddy or big brother/sister programs pair new students with older ones

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	582	61.65
1	Yes	169	17.90
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANLRNCOM

Record #1, Position: 817 - 818, Format: N2.

Variable Label: C1 A12H 9th graders are placed in small learning communities/9th Grade Academies

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	517	54.77
1	Yes	234	24.79
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSUMMER

Record #1, Position: 819 - 820, Format: N2.

Variable Label: C1 A12I Parents/students visit the HS during summer before students enter HS

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	268	28.39
1	Yes	483	51.17
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANFALL

Record #1, Position: 821 - 822, Format: N2.

Variable Label: C1 A12J Parents visit HS for orientation in fall after children have entered

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	283	29.98
1	Yes	468	49.58
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANSOTH

Record #1, Position: 823 - 824, Format: N2.

Variable Label: C1 A12K School assists with transition from MS to HS in some other way

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	526	55.72
1	Yes	225	23.83
-7	Item legitimate skip/NA	101	10.70
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1TRANNONE

Record #1, Position: 825 - 826, Format: N2.

Variable Label: C1 A12L School offers no assistance to students transitioning from MS to HS

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In what other ways does your school assist students in the transition from middle school to [Y\_HS]?

(Check all that apply.)

High school students present information at the middle schools

High school staff present information at the middle schools

Before the school year starts middle school students are invited to a social event organized by the high school

Middle school students attend regular classes at the high school

Middle school and high school administrators meet together on articulation and programs

Middle school and high school teachers meet together on courses and requirements

Buddy or big brother or big sister programs pair new students with older ones at entry

Ninth-graders are placed in small learning communities or 9th Grade Academies

Parents or guardians and/or students visit the high school during the summer before students enter high school

Parents or guardians visit high school for orientation in the fall after children have entered

Your school assists in some other way

No assistance is offered to students transitioning from middle school to high school.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PLAN

Record #1, Position: 827 - 828, Format: N2.

Variable Label: C1 A13 Students are required to have a career or education plan

Variable Description:

- Are students in your high school required to have a career or education plan?

Yes, a combined career and education plan

Yes, a career plan only

Yes, an education plan only

Neither a career plan nor an education plan

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Yes, a combined career/education plan	473	50.11
2	Yes, a career plan only	12	1.27
3	Yes, an education plan only	197	20.87
4	Neither a career plan nor education plan	169	17.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1PLANPARENT

Record #1, Position: 829 - 830, Format: N2.

Variable Label: C1 A14 School shares students' career/education plans with their parents

Variable Description:

- Does your school share students' [career and education/education/career] plans with their parents or guardians?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	77	8.16
1	Yes	602	63.77
-7	Item legitimate skip/NA	169	17.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1SIGNOFF

Record #1, Position: 831 - 832, Format: N2.

Variable Label: C1 A15 School requires parents to sign off on students' career/education plans

Variable Description:

- Are parents or guardians required to sign off on students' [career and education/education/career] plans?

Yes

No

Note: Question wording was customized in the survey instrument based on whether the respondent previously indicated their school required students to have a combined career and education plan, a career plan only, or an education plan only.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	303	32.10
1	Yes	294	31.14
-7	Item legitimate skip/NA	246	26.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1TECHSUPPRT

Record #1, Position: 833 - 834, Format: N2.

Variable Label: C1 B16A School supports students with technology/software to support curriculum

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	95	10.06
1	Yes	756	80.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1STAFFENRCH

Record #1, Position: 835 - 836, Format: N2.

Variable Label: C1 B16B School staff work with teachers to provide enrichment to students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1GIFTED

Record #1, Position: 837 - 838, Format: N2.

Variable Label: C1 B16C Gifted students receive pull-out instruction during regular school day

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	741	78.50
1	Yes	110	11.65
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1ENRICHMENT

Record #1, Position: 839 - 840, Format: N2.

Variable Label: C1 B16D School supports high school students with enrichment experiences

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1APCOURSE

Record #1, Position: 841 - 842, Format: N2.

Variable Label: C1 B16E School supports high school students with AP/college/university courses

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day  
Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1SCHOLARSH

Record #1, Position: 843 - 844, Format: N2.

Variable Label: C1 B16F School supports HS students with scholarships for events/programs/class

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	438	46.40
1	Yes	413	43.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1SUMMER

Record #1, Position: 845 - 846, Format: N2.

Variable Label: C1 B16G School supports high school students with summer activities or programs

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	356	37.71
1	Yes	495	52.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C10THSUPPORT

Record #1, Position: 847 - 848, Format: N2.

Variable Label: C1 B16H School supports high school students in other ways

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	361	38.24
1	Yes	490	51.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	1	0.11
TOTALS		944	100.00

Variable Name: C1NOSUPPORT

Record #1, Position: 849 - 850, Format: N2.

Variable Label: C1 B16I School has no programs to support high school students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does [your school] support high school students?

(Check all that apply.)

Technology and software to support curriculum

School staff work with classroom teachers to provide enrichment to students

Gifted students receive pull-out instruction during the regular school day

Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams

Advanced Placement, college or university courses

Scholarships for students to attend special events, programs, or classes

Summer activities or programs

Your school supports high school students in other ways

There are no programs to support high school students.

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1GETAHEAD

Record #1, Position: 851 - 852, Format: N2.

Variable Label: C1 B17 School offers summer enrichment courses that allow students to get ahead

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Does your school offer summer school enrichment courses that allow students to get ahead academically? One example would be a geometry course that would allow students taking algebra in the 9th grade to take calculus in the 12th grade.

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1STRUGGLE

Record #1, Position: 853 - 854, Format: N2.

Variable Label: C1 B18A School offers summer enrichment courses to struggling students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1AVERAGE

Record #1, Position: 855 - 856, Format: N2.

Variable Label: C1 B18B School offers summer enrichment courses to average students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIGH

Record #1, Position: 857 - 858, Format: N2.

Variable Label: C1 B18C School offers summer enrichment courses to high achieving students

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- To whom does your school offer these summer school enrichment courses?

(Check all that apply.)

Struggling students

Average students

High achieving students

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1TUTOR

Record #1, Position: 859 - 860, Format: N2.

Variable Label: C1 B19A Tutoring during school day is available for students needing extra help

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1STAFF

Record #1, Position: 861 - 862, Format: N2.

Variable Label: C1 B19B Staff work with teachers to provide extra help for students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	274	29.03
1	Yes	578	61.23
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1PULLOUT

Record #1, Position: 863 - 864, Format: N2.

Variable Label: C1 B19C Pull-out instruction during school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.



<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	531	56.25
1	Yes	321	34.00
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1CREDREC

Record #1, Position: 865 - 866, Format: N2.

Variable Label: C1 B19D Off-track/day/evening/summer school credit recovery program is available

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	237	25.11
1	Yes	615	65.15
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1HOMEWORK

Record #1, Position: 867 - 868, Format: N2.

Variable Label: C1 B19E Homework assistance program is available for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day

Off-track, day, evening, or summer high school credit recovery program

Homework assistance program

Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs

Your school takes other steps to assist struggling high school students

Your school does not have any programs for students who need extra assistance.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	463	49.05
1	Yes	389	41.21
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1OUTSIDE

Record #1, Position: 869 - 870, Format: N2.

Variable Label: C1 B19F Support outside the school day for students needing extra help

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day

School staff work with classroom teachers to provide extra assistance

Pull-out instruction during the regular school day  
 Off-track, day, evening, or summer high school credit recovery program  
 Homework assistance program  
 Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs  
 Your school takes other steps to assist struggling high school students  
 Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	123	13.03
1	Yes	729	77.22
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1OTHRASSIST

Record #1, Position: 871 - 872, Format: N2.

Variable Label: C1 B19G School takes other steps to assist struggling high school students

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day  
 School staff work with classroom teachers to provide extra assistance  
 Pull-out instruction during the regular school day  
 Off-track, day, evening, or summer high school credit recovery program  
 Homework assistance program  
 Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs  
 Your school takes other steps to assist struggling high school students  
 Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
0	No	456	48.31
1	Yes	396	41.95
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1NOASSIST

Record #1, Position: 873 - 874, Format: N2.

Variable Label: C1 B19H School doesn't have any programs for students who need extra assistance

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take for students in high school who need extra assistance?

(Check all that apply.)

Tutoring during the regular school day  
 School staff work with classroom teachers to provide extra assistance  
 Pull-out instruction during the regular school day  
 Off-track, day, evening, or summer high school credit recovery program  
 Homework assistance program  
 Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs  
 Your school takes other steps to assist struggling high school students  
 Your school does not have any programs for students who need extra assistance.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1PURSUE

Record #1, Position: 875 - 876, Format: N2.

Variable Label: C1 B20A School has program to encourage underrepresented student in math/science

Variable Description:

- Does your school have any formal programs to...

encourage underrepresented students to pursue mathematics or science?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	591	62.61
1	Yes	253	26.80
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1INFORM

Record #1, Position: 877 - 878, Format: N2.

Variable Label: C1 B20B School has program to inform parent about math/science higher ed/careers

Variable Description:

- Does your school have any formal programs to...

inform parents or guardians about mathematics or science higher education or career opportunities?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	498	52.75
1	Yes	344	36.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1ENCCLG

Record #1, Position: 879 - 880, Format: N2.

Variable Label: C1 B20C School has program to encourage student not considering college to do so

Variable Description:

- Does your school have any formal programs to...

encourage students who might not be considering college to do so?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	199	21.08
1	Yes	650	68.86
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1INDEPSTUDY

Record #1, Position: 881 - 882, Format: N2.

Variable Label: C1 B21A Courses not offered by school available through independent study

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ONLINE

Record #1, Position: 883 - 884, Format: N2.

Variable Label: C1 B21B Courses not offered by school available on-line

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?  
 (Check all that apply.)

Independent study  
 On-line or distance learning courses  
 Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	182	19.28
1	Yes	667	70.66
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1OTHERHS

Record #1, Position: 885 - 886, Format: N2.

Variable Label: C1 B21C Courses not offered by school available at other district high school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?  
 (Check all that apply.)

Independent study  
 On-line or distance learning courses  
 Courses at another traditional high school in the district  
 Courses at a local career or technical school  
 Courses at a local community college  
 Courses at a nearby 4-year college or university  
 Students may take courses not offered by your school in other ways  
 Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	621	65.78
1	Yes	228	24.15
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1TECH

Record #1, Position: 887 - 888, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at career/technical school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1COMCLG

Record #1, Position: 889 - 890, Format: N2.

Variable Label: C1 B21D Courses not offered by school available at community college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	199	21.08
1	Yes	650	68.86
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C14YRCLG

Record #1, Position: 891 - 892, Format: N2.

Variable Label: C1 B21E Courses not offered by school available at 4-year college

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	408	43.22
1	Yes	441	46.72

-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1OTHERWAY

Record #1, Position: 893 - 894, Format: N2.

Variable Label: C1 B21F Courses not offered by school available in some other way

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	698	73.94
1	Yes	151	16.00
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1NOWAY

Record #1, Position: 895 - 896, Format: N2.

Variable Label: C1 B21G School doesn't have any options for taking courses not offered by school

Variable Description:

- In which of the following ways may a student take a course for credit if it is not offered by your school?

(Check all that apply.)

Independent study

On-line or distance learning courses

Courses at another traditional high school in the district

Courses at a local career or technical school

Courses at a local community college

Courses at a nearby 4-year college or university

Students may take courses not offered by your school in other ways

Your school does not have any options for students to take courses for credit that are not offered at this school.

Code	Value Label	Frequency	Percentage
0	No	818	86.65
1	Yes	31	3.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	3	0.32
TOTALS		944	100.00

Variable Name: C1MCOMPTST

Record #1, Position: 897 - 898, Format: N2.

Variable Label: C1 B22 School requires a mathematics competency test

Variable Description:

- Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	255	27.01
1	Yes	597	63.24
-8	Unit non-response/component not applicable	92	9.75
TOTALS		944	100.00

Variable Name: C1MRETAKE

Record #1, Position: 899 - 900, Format: N2.

Variable Label: C1 B23A If fails math competency test may/must retake the test

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Retaking the test

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MREMEDI

Record #1, Position: 901 - 902, Format: N2.

Variable Label: C1 B23B If fails math competency test may/must take remedial class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking remedial classes

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MREPEAT

Record #1, Position: 903 - 904, Format: N2.

Variable Label: C1 B23C If fails math competency test may/must repeat class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Repeating classes

Not available at school

Available, but not required

Required

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MTSTPREP

Record #1, Position: 905 - 906, Format: N2.

Variable Label: C1 B23D If fails math competency test may/must take test preparation class

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Taking a test preparation class

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MTUTOR

Record #1, Position: 907 - 908, Format: N2.

Variable Label: C1 B23E If fails math competency test may/must receive tutoring

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Tutoring

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MINDPRG

Record #1, Position: 909 - 910, Format: N2.

Variable Label: C1 B23F If fails math competency test may/must have individualized program

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Individualized academic program

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1MSUMSCH

Record #1, Position: 911 - 912, Format: N2.

Variable Label: C1 B23G If fails math competency test may/must attend summer school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Summer school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00



Variable Name: C1MALTSCH

Record #1, Position: 913 - 914, Format: N2.

Variable Label: C1 B23H If fails math competency test may/must be referred to alternative school

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- If a student fails a mathematics competency test in high school, which of the following options are available to the student at the school and which are required of the student?

Referral to an alternative or continuing education school

Not available at school

Available, but not required

Required

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1DROPOUT

Record #1, Position: 915 - 916, Format: N2.

Variable Label: C1 B24 School has a formal dropout prevention program for high school students

Variable Description:

- Does your school have a formal dropout prevention program for students in high school?

This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.

Yes

No

Code	Value Label	Frequency	Percentage
0	No	469	49.68
1	Yes	376	39.83
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1ABSENTEE

Record #1, Position: 917 - 918, Format: N2.

Variable Label: C1 B25A Recommended for dropout prevention program based on absentee record

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record

Poor or failing grades

Behind on credits

Teacher's referral

Counselor's referral

Parental request

Student request

Disciplinary problems

On another basis

Code	Value Label	Frequency	Percentage
0	No	64	6.78
1	Yes	311	32.94
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1POORGRADES

Record #1, Position: 919 - 920, Format: N2.

Variable Label: C1 B25B Recommended for dropout prevention program based on poor/failing grades

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

- Absentee record
- Poor or failing grades
- Behind on credits
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Disciplinary problems
- On another basis

Code	Value Label	Frequency	Percentage
0	No	26	2.75
1	Yes	349	36.97
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1BEHIND

Record #1, Position: 921 - 922, Format: N2.

Variable Label: C1 B25C Recommended for dropout prevention program if behind on credits

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

- Absentee record
- Poor or failing grades
- Behind on credits
- Teacher's referral
- Counselor's referral
- Parental request
- Student request
- Disciplinary problems
- On another basis

Code	Value Label	Frequency	Percentage
0	No	39	4.13
1	Yes	336	35.59
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1TCHREFER

Record #1, Position: 923 - 924, Format: N2.

Variable Label: C1 B25D Recommended for dropout prevention program based on teacher's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

- Absentee record
- Poor or failing grades
- Behind on credits

Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	108	11.44
1	Yes	267	28.28
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1CNSLREFER

Record #1, Position: 925 - 926, Format: N2.

Variable Label: C1 B25E Recommended for dropout prevention program based on counselor's referral

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	52	5.51
1	Yes	323	34.22
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1PRNTREFER

Record #1, Position: 927 - 928, Format: N2.

Variable Label: C1 B25F Recommended for dropout prevention program based on parental request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	84	8.90

1	Yes	291	30.83
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1STUDREQ

Record #1, Position: 929 - 930, Format: N2.

Variable Label: C1 B25G Recommended for dropout prevention program based on student request

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	130	13.77
1	Yes	245	25.95
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1DISCPROB

Record #1, Position: 931 - 932, Format: N2.

Variable Label: C1 B25H Recommended for dropout prevention program based on disciplinary problem

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	104	11.02
1	Yes	271	28.71
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1DOPREVOTHR

Record #1, Position: 933 - 934, Format: N2.

Variable Label: C1 B25I Recommended for dropout prevention program based on another basis

Variable Description:

- On what basis are students in high school recommended for your dropout prevention program?

(Check all that apply.)

Absentee record  
 Poor or failing grades  
 Behind on credits  
 Teacher's referral  
 Counselor's referral  
 Parental request  
 Student request  
 Disciplinary problems  
 On another basis

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	315	33.37
1	Yes	60	6.36
-7	Item legitimate skip/NA	469	49.68
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1GEDPREP

Record #1, Position: 935 - 936, Format: N2.

Variable Label: C1 B26 School has formal GED test preparation program on-site

Variable Description:

- Does your school have a formal program onsite that prepares students for the General Education Development (GED) Test?

Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	758	80.30
1	Yes	84	8.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1CLGPREP

Record #1, Position: 937 - 938, Format: N2.

Variable Label: C1 B27A School has counselor designated for college readiness/selection/apply

Variable Description:

- Does your school have one or more counselors whose primary responsibility is...  
 assisting students with college readiness, selection, and applications?

Yes  
 No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	327	34.64
1	Yes	520	55.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	5	0.53
TOTALS		944	100.00

Variable Name: C1WORKFORCE

Record #1, Position: 939 - 940, Format: N2.

Variable Label: C1 B27B School has counselor designated for workforce preparation/placement

Variable Description:

- Does your school have one or more counselors whose primary responsibility is... assisting students with preparation for and placement into the workforce?

Yes  
No

Code	Value Label	Frequency	Percentage
0	No	611	64.72
1	Yes	234	24.79
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1CLGFAIR

Record #1, Position: 941 - 942, Format: N2.

Variable Label: C1 B28A School holds or participates in college fairs

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	67	7.10
1	Yes	781	82.73
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1POSTSECREQ

Record #1, Position: 943 - 944, Format: N2.

Variable Label: C1 B28B School consults with postsecondary reps about requirement/qualifications

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	37	3.92

1	Yes	811	85.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1VISITCLG

Record #1, Position: 945 - 946, Format: N2.

Variable Label: C1 B28C School organizes student visits to colleges

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	278	29.45
1	Yes	570	60.38
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPBOUND

Record #1, Position: 947 - 948, Format: N2.

Variable Label: C1 B28D School offers college prep program - Upward Bound/GEAR UP/AVID/MESA

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1INFOSESSN

Record #1, Position: 949 - 950, Format: N2.

Variable Label: C1 B28E School holds info session on transition to college for students/parents

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

- Holds or participates in college fairs
- Consults with postsecondary school representatives about requirements and qualifications sought
- Organizes student visits to colleges
- Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA
- Holds information sessions for students and parents or guardians
- Assists students with finding financial aid for college
- Provides opportunities to participate in concurrent or dual enrollment
- Offers a counseling curriculum that leads to positive academic behaviors
- Your school takes other steps
- Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	46	4.87
1	Yes	802	84.96
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1FINANCEAID

Record #1, Position: 951 - 952, Format: N2.

Variable Label: C1 B28F School assists students with finding financial aid for college

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

- Holds or participates in college fairs
- Consults with postsecondary school representatives about requirements and qualifications sought
- Organizes student visits to colleges
- Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA
- Holds information sessions for students and parents or guardians
- Assists students with finding financial aid for college
- Provides opportunities to participate in concurrent or dual enrollment
- Offers a counseling curriculum that leads to positive academic behaviors
- Your school takes other steps
- Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
0	No	47	4.98
1	Yes	801	84.85
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1DUALENROLL

Record #1, Position: 953 - 954, Format: N2.

Variable Label: C1 B28G School provides opportunities for dual/concurrent enrollment

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

- Holds or participates in college fairs
- Consults with postsecondary school representatives about requirements and qualifications sought
- Organizes student visits to colleges
- Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA
- Holds information sessions for students and parents or guardians
- Assists students with finding financial aid for college



Provides opportunities to participate in concurrent or dual enrollment  
 Offers a counseling curriculum that leads to positive academic behaviors  
 Your school takes other steps  
 Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BEHAVIOR

Record #1, Position: 955 - 956, Format: N2.

Variable Label: C1 B28H School offers counseling curriculum for positive academic behaviors

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ASSISTOTH

Record #1, Position: 957 - 958, Format: N2.

Variable Label: C1 B28I School takes other steps to assist with HS to college transition

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	538	56.99
1	Yes	310	32.84
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1NOSTEPS

Record #1, Position: 959 - 960, Format: N2.

Variable Label: C1 B28J School does not take any steps to assist with HS to college transition

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following steps does this school take to assist students with the transition from high school to college?

(Check all that apply.)

Holds or participates in college fairs

Consults with postsecondary school representatives about requirements and qualifications sought

Organizes student visits to colleges

Enrolls students in special programs that help them plan or prepare for college, such as Upward Bound, GEAR UP, AVID, or MESA

Holds information sessions for students and parents or guardians

Assists students with finding financial aid for college

Provides opportunities to participate in concurrent or dual enrollment

Offers a counseling curriculum that leads to positive academic behaviors

Your school takes other steps

Your school does not take any steps to assist students with the transition from high school to college.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CTE

Record #1, Position: 961 - 962, Format: N2.

Variable Label: C1 B29 CTE or vocational-technical program offered

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Is career technical education offered in your district on-site or off-site such as at an area vocational-technical school?

On-site only

Off-site only

On-site and off-site

Neither on-site nor off-site

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CLUSTER

Record #1, Position: 963 - 964, Format: N2.

Variable Label: C1 B30 Career Clusters/Pathways/Programs of Study (POS) offered

Variable Description:

- Are Career Clusters, Pathways, or Programs of Study (POS) offered to students in [your school]?

Yes

No

Note: Question wording was customized in the survey instrument such that the respondent's school name appeared in place of 'your school'.

Code	Value Label	Frequency	Percentage
0	No	241	25.53
1	Yes	476	50.42
-7	Item legitimate skip/NA	125	13.24
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1INDVCRS

Record #1, Position: 965 - 966, Format: N2.

Variable Label: C1 B31 Student not enrolled in Career Clusters etc. may take course in program

Variable Description:

- Can high school students who are not enrolled in Career Clusters, Pathways, or Programs of Study (POS) take individual courses in these programs?

Yes

No

Code	Value Label	Frequency	Percentage
0	No	48	5.08
1	Yes	420	44.49
-7	Item legitimate skip/NA	366	38.77
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1INTERN

Record #1, Position: 967 - 968, Format: N2.

Variable Label: C1 B32A School offers internships with local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	436	46.19
1	Yes	407	43.11
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBFAIR

Record #1, Position: 969 - 970, Format: N2.

Variable Label: C1 B32B School offers job fairs

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	574	60.81
1	Yes	269	28.50
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBGUIDE

Record #1, Position: 971 - 972, Format: N2.

Variable Label: C1 B32C School offers career guides or skills assessments

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	549	58.16
1	Yes	294	31.14
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1EMPLOYER

Record #1, Position: 973 - 974, Format: N2.

Variable Label: C1 B32D School offers school/classroom presentations by local employers

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	369	39.09
1	Yes	474	50.21
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1AWARENESS

Record #1, Position: 975 - 976, Format: N2.

Variable Label: C1 B32E School offers career awareness activities

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
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0	No	312	33.05
1	Yes	531	56.25
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1DECISION

Record #1, Position: 977 - 978, Format: N2.

Variable Label: C1 B32F School offers courses in career decision making

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1CAREERUNIT

Record #1, Position: 979 - 980, Format: N2.

Variable Label: C1 B32G School offers career information units in subject-matter courses

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	480	50.85
1	Yes	363	38.45
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1WORKSTUDY

Record #1, Position: 981 - 982, Format: N2.

Variable Label: C1 B32H School offers exploratory work experience programs/co-op/workstudy/EBCE

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	409	43.33
1	Yes	434	45.97
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1CAREERDAY

Record #1, Position: 983 - 984, Format: N2.

Variable Label: C1 B32I School offers career days or nights

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	468	49.58
1	Yes	375	39.72
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
<b>TOTALS</b>		<b>944</b>	<b>100.00</b>

Variable Name: C1ASSEMBLIES

Record #1, Position: 985 - 986, Format: N2.

Variable Label: C1 B32J School offers vocational oriented assemblies and speakers in classes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	444	47.03
1	Yes	399	42.27
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
<b>TOTALS</b>		<b>944</b>	<b>100.00</b>

Variable Name: C1VOCTECH

Record #1, Position: 987 - 988, Format: N2.

Variable Label: C1 B32K School offers vocational-technical courses not part of formal program

Comment: Variable suppressed with -5 values on the public use file.



## Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

## Variable Name: C1JOBVISIT

Record #1, Position: 989 - 990, Format: N2.

Variable Label: C1 B32L School offers job site visits/field trips

## Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	454	48.09
1	Yes	389	41.21
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95

TOTALS		944	100.00
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Variable Name: C1JOBSHADOW

Record #1, Position: 991 - 992, Format: N2.

Variable Label: C1 B32M School offers job shadowing

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	429	45.44
1	Yes	414	43.86
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBSIM

Record #1, Position: 993 - 994, Format: N2.

Variable Label: C1 B32N School offers simulations such as Singer or SRA Job experience kits

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1JOBTEST

Record #1, Position: 995 - 996, Format: N2.

Variable Label: C1 B32O School offers tests for career planning purposes

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	235	24.89
1	Yes	608	64.41
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBSKILLS

Record #1, Position: 997 - 998, Format: N2.

Variable Label: C1 B32P School offers training in job seeking skills

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1JOBINFOCMP

Record #1, Position: 999 - 1000, Format: N2.

Variable Label: C1 B32Q School offers computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?  
 (Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities  
 School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights

Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	198	20.97
1	Yes	645	68.33
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1JOBINFONON

Record #1, Position: 1001 - 1002, Format: N2.

Variable Label: C1 B32R School offers non-computerized career information resources

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?  
 (Check all that apply.)

Internships with local employers  
 Job fairs  
 Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute  
 School or classroom presentations by local employers  
 Career awareness activities

School courses in career decision making  
 Career information units in subject-matter courses  
 Exploratory work experience programs such as co-op, workstudy, or EBCE  
 Career days or nights  
 Vocational oriented assemblies and speakers in classes  
 Vocational-technical courses that are not part of a formal program  
 Job site visits or field trips  
 Job shadowing such as extended observations of a worker  
 Simulations such as Singer or SRA Job experience kits  
 Tests for career planning purposes such as interest inventories or vocational aptitude tests  
 Training in job seeking skills  
 Use of computerized career information resources  
 Use of non-computerized career information resources  
 The school assists students in other ways  
 There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	512	54.24
1	Yes	331	35.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1HSTOWRKOTH

Record #1, Position: 1003 - 1004, Format: N2.

Variable Label: C1 B32S School assists students with transition from HS to work in other ways

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	612	64.83
1	Yes	231	24.47
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1HSTOWORKNO

Record #1, Position: 1005 - 1006, Format: N2.

Variable Label: C1 B32T School doesn't assist students with transition from high school to work

Variable Description:

- In which of the following ways does the school assist students with the transition from high school to work?

(Check all that apply.)

Internships with local employers

Job fairs

Career guides or skills assessments such as KUDER, HIRE, What Color is Your Parachute

School or classroom presentations by local employers

Career awareness activities

School courses in career decision making

Career information units in subject-matter courses

Exploratory work experience programs such as co-op, workstudy, or EBCE

Career days or nights

Vocational oriented assemblies and speakers in classes

Vocational-technical courses that are not part of a formal program

Job site visits or field trips

Job shadowing such as extended observations of a worker

Simulations such as Singer or SRA Job experience kits

Tests for career planning purposes such as interest inventories or vocational aptitude tests

Training in job seeking skills

Use of computerized career information resources

Use of non-computerized career information resources

The school assists students in other ways

There are no options offered to assist students with the transition from high school to work.

Code	Value Label	Frequency	Percentage
0	No	825	87.39
1	Yes	18	1.91
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	9	0.95
TOTALS		944	100.00

Variable Name: C1G9MSAME

Record #1, Position: 1007 - 1008, Format: N2.

Variable Label: C1 C01 All 9th graders are placed in the same math course

Variable Description:

- Are all 9th grade students in your school placed in the same mathematics course while in the 9th grade?

If all 9th grade students are placed in the same math course (such as Algebra I or Geometry), but with different teachers or different class periods, please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	681	72.14
1	Yes	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1G9MMSCNSL

Record #1, Position: 1009 - 1010, Format: N2.

Variable Label: C1 C02A Importance of MS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	116	12.29
2	A little important	133	14.09
3	Somewhat important	238	25.21
4	Very important	163	17.27
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	35	3.71
TOTALS		944	100.00

Variable Name: C1G9MHSCNSL

Record #1, Position: 1011 - 1012, Format: N2.

Variable Label: C1 C02B Importance of HS counselor recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	148	15.68
2	A little important	149	15.78
3	Somewhat important	221	23.41
4	Very important	126	13.35
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	41	4.34
TOTALS		944	100.00

Variable Name: C1G9MMSTCHR

Record #1, Position: 1013 - 1014, Format: N2.

Variable Label: C1 C02C Importance of MS teacher recommendation for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	24	2.54
2	A little important	57	6.04
3	Somewhat important	176	18.64
4	Very important	410	43.43
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1G9MMS COURS

Record #1, Position: 1015 - 1016, Format: N2.

Variable Label: C1 C02D Importance of courses taken in MS for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	37	3.92
3	Somewhat important	142	15.04
4	Very important	494	52.33
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1G9MMSACHV

Record #1, Position: 1017 - 1018, Format: N2.

Variable Label: C1 C02E Importance of achievement in MS courses for 9th grade math placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	31	3.28
3	Somewhat important	131	13.88
4	Very important	505	53.50
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1G9MENDTST

Record #1, Position: 1019 - 1020, Format: N2.

Variable Label: C1 C02F Importance of end-of-year/course test for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	110	11.65
2	A little important	85	9.00



3	Somewhat important	185	19.60
4	Very important	271	28.71
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	34	3.60
TOTALS		944	100.00

Variable Name: C1G9MPLACTST

Record #1, Position: 1021 - 1022, Format: N2.

Variable Label: C1 C02G Importance of placement tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	96	10.17
2	A little important	60	6.36
3	Somewhat important	170	18.01
4	Very important	321	34.00
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	38	4.03
TOTALS		944	100.00

Variable Name: C1G9MSTNDTST

Record #1, Position: 1023 - 1024, Format: N2.

Variable Label: C1 C02H Importance of standardized tests for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	48	5.08
2	A little important	69	7.31
3	Somewhat important	218	23.09
4	Very important	335	35.49
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1G9MPLAN

Record #1, Position: 1025 - 1026, Format: N2.

Variable Label: C1 C02I Importance of career/education plan for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student career or education plan  
 Not at all important  
 A little important  
 Somewhat important  
 Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	158	16.74
2	A little important	149	15.78
3	Somewhat important	234	24.79
4	Very important	102	10.81
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	42	4.45
TOTALS		944	100.00

Variable Name: C1G9MSELECT

Record #1, Position: 1027 - 1028, Format: N2.

Variable Label: C1 C02J Importance of student/parent choice for 9th grade math placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a mathematics course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	33	3.50
2	A little important	122	12.92
3	Somewhat important	290	30.72
4	Very important	219	23.20
-7	Item legitimate skip/NA	167	17.69
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1UPPERMSAME

Record #1, Position: 1029 - 1030, Format: N2.

Variable Label: C1 C03 After grade 9 all students in same grade placed in same math course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same mathematics course?

If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer 'yes.'

Yes

No

Code	Value Label	Frequency	Percentage
0	No	743	78.71
1	Yes	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPMGRADES

Record #1, Position: 1031 - 1032, Format: N2.

Variable Label: C1 C04A Importance of prior grades for 10th to 12th grade math placement

Comment: "Not at all important" and "A little important" recoded as "Not at all important, a little important, or somewhat important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
3	Not at all important, a little important, or somewhat important	107	11.33
4	Very important	632	66.95
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1UPMPLACTST

Record #1, Position: 1033 - 1034, Format: N2.

Variable Label: C1 C04B Importance of placement tests for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	136	14.41
2	A little important	102	10.81
3	Somewhat important	244	25.85
4	Very important	223	23.62
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	42	4.45
TOTALS		944	100.00

Variable Name: C1UPMTCHR

Record #1, Position: 1035 - 1036, Format: N2.

Variable Label: C1 C04C Importance of teacher's recommendation for 10-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	13	1.38
2	A little important	39	4.13

3	Somewhat important	198	20.97
4	Very important	483	51.17
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1UPMSELECT

Record #1, Position: 1037 - 1038, Format: N2.

Variable Label: C1 C04D Importance of student/parent choice for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	22	2.33
2	A little important	105	11.12
3	Somewhat important	328	34.75
4	Very important	274	29.03
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	18	1.91
TOTALS		944	100.00

Variable Name: C1UPMPLAN

Record #1, Position: 1039 - 1040, Format: N2.

Variable Label: C1 C04E Importance of career/education plan for 10th-12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	82	8.69
2	A little important	107	11.33
3	Somewhat important	317	33.58
4	Very important	212	22.46
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	29	3.07
TOTALS		944	100.00

Variable Name: C1UPMSCHED

Record #1, Position: 1041 - 1042, Format: N2.

Variable Label: C1 C04F Importance of master schedule for 10th to 12th grade math placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 mathematics courses?

## Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	243	25.74
2	A little important	190	20.13
3	Somewhat important	195	20.66
4	Very important	82	8.69
-7	Item legitimate skip/NA	105	11.12
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	37	3.92
TOTALS		944	100.00

Variable Name: C1G9SSAME

Record #1, Position: 1043 - 1044, Format: N2.

Variable Label: C1 C05 All 9th graders are placed in the same science course

Variable Description:

- Are all 9th grade students in your school placed in the same science course while in the 9th grade?

If all 9th grade students are placed in the same science course (such as Biology I or Earth Science), but with different teachers or different class periods, please answer 'yes.'

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	443	46.93
1	Yes	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1G9SMSCNSL

Record #1, Position: 1045 - 1046, Format: N2.

Variable Label: C1 C06A Importance of MS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	85	9.00
2	A little important	96	10.17
3	Somewhat important	153	16.21
4	Very important	92	9.75
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1G9SHSCNSL

Record #1, Position: 1047 - 1048, Format: N2.

Variable Label: C1 C06B Importance of HS counselor recommendation for grade 9 science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

High school counselor recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	103	10.91
2	A little important	100	10.59
3	Somewhat important	134	14.19
4	Very important	78	8.26
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	32	3.39
TOTALS		944	100.00

Variable Name: C1G9SMSTCHR

Record #1, Position: 1049 - 1050, Format: N2.

Variable Label: C1 C06C Importance of MS teacher recommendation for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Middle school teacher recommendation

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	30	3.18
2	A little important	51	5.40
3	Somewhat important	127	13.45
4	Very important	223	23.62
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	16	1.69
TOTALS		944	100.00

Variable Name: C1G9SMSCOURS

Record #1, Position: 1051 - 1052, Format: N2.

Variable Label: C1 C06D Importance of courses taken in MS for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Courses taken in middle school

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	46	4.87

2	A little important	41	4.34
3	Somewhat important	123	13.03
4	Very important	226	23.94
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	11	1.17
TOTALS		944	100.00

Variable Name: C1G9SMSACHV

Record #1, Position: 1053 - 1054, Format: N2.

Variable Label: C1 C06E Importance of achievement in MS courses for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Achievement in middle school courses

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	15	1.59
2	A little important	28	2.97
3	Somewhat important	114	12.08
4	Very important	277	29.34
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1G9SENDTST

Record #1, Position: 1055 - 1056, Format: N2.

Variable Label: C1 C06F Importance of end-of-year/course test for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of district or state end-of-year or end-of-course exams

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	100	10.59
2	A little important	70	7.42
3	Somewhat important	114	12.08
4	Very important	137	14.51
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	26	2.75
TOTALS		944	100.00

Variable Name: C1G9SPLACTST

Record #1, Position: 1057 - 1058, Format: N2.

Variable Label: C1 C06G Importance of placement tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	92	9.75
2	A little important	56	5.93
3	Somewhat important	111	11.76
4	Very important	164	17.37
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1G9SSTNDTST

Record #1, Position: 1059 - 1060, Format: N2.

Variable Label: C1 C06H Importance of standardized tests for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Results of standardized tests

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	62	6.57
2	A little important	52	5.51
3	Somewhat important	136	14.41
4	Very important	182	19.28
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1G9SPLAN

Record #1, Position: 1061 - 1062, Format: N2.

Variable Label: C1 C06I Importance of career/education plan for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	88	9.32
2	A little important	102	10.81
3	Somewhat important	147	15.57
4	Very important	83	8.79



-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	27	2.86
TOTALS		944	100.00

Variable Name: C1G9SSELECT

Record #1, Position: 1063 - 1064, Format: N2.

Variable Label: C1 C06J Importance of student/parent choice for 9th grade science placement

Variable Description:

- How important is each of the following factors in placing a typical 9th grade student into a science course?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	13	1.38
2	A little important	79	8.37
3	Somewhat important	187	19.81
4	Very important	152	16.10
-7	Item legitimate skip/NA	405	42.90
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	16	1.69
TOTALS		944	100.00

Variable Name: C1UPPERSSAME

Record #1, Position: 1065 - 1066, Format: N2.

Variable Label: C1 C07 After grade 9 all students in same grade placed in same science course

Variable Description:

- After 9th grade, are all high school students within the same grade placed in the same science course?

If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer 'yes.'

Yes

No

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
0	No	660	69.92
1	Yes	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	4	0.42
TOTALS		944	100.00

Variable Name: C1UPSGRADES

Record #1, Position: 1067 - 1068, Format: N2.

Variable Label: C1 C08A Importance of prior grades for 10th to 12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Prior grades including grades from a prerequisite class

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Not at all important or a little important	13	1.38
3	Somewhat important	119	12.61
4	Very important	522	55.30
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1UPSPLACTST

Record #1, Position: 1069 - 1070, Format: N2.

Variable Label: C1 C08B Importance of placement tests for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Results of placement tests

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	168	17.80
2	A little important	106	11.23
3	Somewhat important	194	20.55
4	Very important	159	16.84
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	37	3.92
TOTALS		944	100.00

Variable Name: C1UPSTCHR

Record #1, Position: 1071 - 1072, Format: N2.

Variable Label: C1 C08C Importance of teacher's recommendation for 10th-12th science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Previous year's teacher recommendation

Not at all important

A little important

Somewhat important

Very important

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Not at all important	17	1.80
2	A little important	57	6.04
3	Somewhat important	198	20.97
4	Very important	380	40.25
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1UPSSELECT

Record #1, Position: 1073 - 1074, Format: N2.

Variable Label: C1 C08D Importance of student/parent choice for 10-12th grade science placement

Comment: "Not at all important" recoded as "Not at all important or a little important" on the public use file.

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student and/or parent or guardian selection

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
2	Not at all important or a little important	82	8.69
3	Somewhat important	275	29.13
4	Very important	290	30.72
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	17	1.80
TOTALS		944	100.00

Variable Name: C1UPSPLAN

Record #1, Position: 1075 - 1076, Format: N2.

Variable Label: C1 C08E Importance of career/education plan for 10-12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Student career or education plan

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	48	5.08
2	A little important	86	9.11
3	Somewhat important	286	30.30
4	Very important	221	23.41
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	23	2.44
TOTALS		944	100.00

Variable Name: C1UPSSCHED

Record #1, Position: 1077 - 1078, Format: N2.

Variable Label: C1 C08F Importance of master schedule for 10th to 12th grade science placement

Variable Description:

- How important is each of the following factors in placing typical students into grades 10 through 12 science courses?

Master schedule considerations

Not at all important

A little important

Somewhat important

Very important

Code	Value Label	Frequency	Percentage
1	Not at all important	168	17.80
2	A little important	189	20.02
3	Somewhat important	196	20.76

4	Very important	81	8.58
-7	Item legitimate skip/NA	188	19.92
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	30	3.18
TOTALS		944	100.00

Variable Name: C1TTEACHING

Record #1, Position: 1079 - 1080, Format: N2.

Variable Label: C1 D01A Teachers in this school set high standards for teaching

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for teaching.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	411	43.54
2	Agree	395	41.84
3	Disagree or strongly disagree	40	4.24
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	6	0.64
TOTALS		944	100.00

Variable Name: C1TLEARNING

Record #1, Position: 1081 - 1082, Format: N2.

Variable Label: C1 D01B Teachers in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	421	44.60
2	Agree	381	40.36
3	Disagree or strongly disagree	43	4.56
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	7	0.74
TOTALS		944	100.00

Variable Name: C1TBELIEVE

Record #1, Position: 1083 - 1084, Format: N2.

Variable Label: C1 D01C Teachers in this school believe all students can do well

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

believe all students can do well.

Strongly agree

Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	193	20.44
2	Agree	505	53.50
3	Disagree	133	14.09
4	Strongly disagree	11	1.17
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	10	1.06
TOTALS		944	100.00

Variable Name: C1TGIVEUP

Record #1, Position: 1085 - 1086, Format: N2.

Variable Label: C1 D01D Teachers in this school have given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

have given up on some students.

Strongly agree  
Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	38	4.03
2	Agree	358	37.92
3	Disagree	327	34.64
4	Strongly disagree	114	12.08
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	15	1.59
TOTALS		944	100.00

Variable Name: C1TCARE

Record #1, Position: 1087 - 1088, Format: N2.

Variable Label: C1 D01E Teachers in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

care only about smart students.

Strongly agree  
Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Strongly agree or agree	49	5.19
3	Disagree	456	48.31
4	Strongly disagree	333	35.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1TEXPECT

Record #1, Position: 1089 - 1090, Format: N2.

Variable Label: C1 D01F Teachers in this school expect very little from students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

expect very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11	1.17
2	Agree	38	4.03
3	Disagree	384	40.68
4	Strongly disagree	406	43.01
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1TWORKHARD

Record #1, Position: 1091 - 1092, Format: N2.

Variable Label: C1 D01G Teachers in this school work hard to make sure all students learn

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the teachers in your school? Teachers in this school...

work hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	302	31.99
2	Agree	471	49.89
3	Disagree	61	6.46
4	Strongly disagree	10	1.06
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	8	0.85
TOTALS		944	100.00

Variable Name: C1CLEARNING

Record #1, Position: 1093 - 1094, Format: N2.

Variable Label: C1 D02A Counselors in this school set high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

set high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
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1	Strongly agree	482	51.06
2	Agree	346	36.65
3	Disagree or strongly disagree	13	1.38
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	11	1.17
TOTALS		944	100.00

Variable Name: C1CBELIEVE

Record #1, Position: 1095 - 1096, Format: N2.

Variable Label: C1 D02B Counselors in this school believe all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

believe all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	442	46.82
2	Agree	375	39.72
3	Disagree or strongly disagree	23	2.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1CGIVEUP

Record #1, Position: 1097 - 1098, Format: N2.

Variable Label: C1 D02C Counselors in this school have given up on some students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

have given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	124	13.14
3	Disagree	360	38.14
4	Strongly disagree	355	37.61
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00

Variable Name: C1CCARE

Record #1, Position: 1099 - 1100, Format: N2.

Variable Label: C1 D02D Counselors in this school care only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

care only about smart students.

Strongly agree  
Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Strongly agree or agree	16	1.69
3	Disagree	249	26.38
4	Strongly disagree	573	60.70
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	14	1.48
TOTALS		944	100.00

Variable Name: C1CEXPECT

Record #1, Position: 1101 - 1102, Format: N2.

Variable Label: C1 D02E Counselors in this school expect very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

expect very little from students.

Strongly agree  
Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
2	Strongly agree or agree	17	1.80
3	Disagree	281	29.77
4	Strongly disagree	542	57.42
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	12	1.27
TOTALS		944	100.00

Variable Name: C1CWORKHARD

Record #1, Position: 1103 - 1104, Format: N2.

Variable Label: C1 D02F Counselors in this school work hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about the counselors in your school? Counselors in this school...

work hard to make sure all students are learning.

Strongly agree  
Agree  
Disagree  
Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	433	45.87
2	Agree	375	39.72
3	Disagree or strongly disagree	31	3.28
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	13	1.38
TOTALS		944	100.00



Variable Name: C1PLEARNING

Record #1, Position: 1105 - 1106, Format: N2.

Variable Label: C1 D03A Principal in this school sets high standards for students' learning

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

sets high standards for students' learning.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	540	57.20
2	Agree	269	28.50
3	Disagree or strongly disagree	23	2.44
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1PBELIEVE

Record #1, Position: 1107 - 1108, Format: N2.

Variable Label: C1 D03B Principal in this school believes all students can do well

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

believes all students can do well.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	427	45.23
2	Agree	378	40.04
3	Disagree or strongly disagree	26	2.75
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	21	2.22
TOTALS		944	100.00

Variable Name: C1PGIVEUP

Record #1, Position: 1109 - 1110, Format: N2.

Variable Label: C1 D03C Principal in this school has given up on some students

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

has given up on some students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
1	Strongly agree	11	1.17

2	Agree	119	12.61
3	Disagree	343	36.33
4	Strongly disagree	355	37.61
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1PCARE

Record #1, Position: 1111 - 1112, Format: N2.

Variable Label: C1 D03D Principal in this school cares only about smart students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

cares only about smart students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	27	2.86
3	Disagree	294	31.14
4	Strongly disagree	511	54.13
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	20	2.12
TOTALS		944	100.00

Variable Name: C1PEXPECT

Record #1, Position: 1113 - 1114, Format: N2.

Variable Label: C1 D03E Principal in this school expects very little from students

Comment: "Strongly agree" recoded as "Strongly agree or agree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

expects very little from students.

Strongly agree

Agree

Disagree

Strongly disagree

Code	Value Label	Frequency	Percentage
2	Strongly agree or agree	17	1.80
3	Disagree	297	31.46
4	Strongly disagree	514	54.45
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	24	2.54
TOTALS		944	100.00

Variable Name: C1PWORKHARD

Record #1, Position: 1115 - 1116, Format: N2.

Variable Label: C1 D03F Principal in this school works hard to make sure all students learn

Comment: "Strongly disagree" recoded as "Disagree or strongly disagree" on the public use file.

Variable Description:

- To what extent do you agree or disagree with each of the following statements about your school's principal? The principal in this school...

works hard to make sure all students are learning.

Strongly agree

Agree

Disagree

Strongly disagree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
1	Strongly agree	478	50.64
2	Agree	312	33.05
3	Disagree or strongly disagree	43	4.56
-8	Unit non-response/component not applicable	92	9.75
-9	Missing	19	2.01
TOTALS		944	100.00

Variable Name: C1YRSK12

Record #1, Position: 1117 - 1118, Format: N2.

Variable Label: C1 D04A Years as a school counselor for any grade K-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...  
for any grades K through 12?

for any high school grades 9 through 12?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1YRS912

Record #1, Position: 1119 - 1120, Format: N2.

Variable Label: C1 D04B Years as a school counselor for grades 9-12

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Counting this school year, how many years have you been a school counselor...  
for any grades K through 12?

for any high school grades 9 through 12?

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIDEG

Record #1, Position: 1121 - 1122, Format: N2.

Variable Label: C1 D05 Counselor's highest degree earned

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What is the highest degree you have earned?

Associate's degree

Bachelor's degree

Master's degree

Educational specialist diploma

Ph.D., M.D., law degree, or other high level professional degree

You do not have a degree

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIMAJV

Record #1, Position: 1123 - 1162, Format: A40

Variable Label: C1 D06A Counselor's major for highest level of education-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIMAJ6

Record #1, Position: 1163 - 1169, Format: A7

Variable Label: C1 D06C Counselor's major for highest level of education 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1HIMAJ2

Record #1, Position: 1170 - 1171, Format: N2.

Variable Label: C1 D06B Counselor's major for highest level of education 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your [highest degree earned]?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of 'highest degree earned'.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BAMAJV

Record #1, Position: 1172 - 1211, Format: A40

Variable Label: C1 D07A Counselor's major for Bachelor's degree-verbatim

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJV was logically imputed to C1HIMAJV for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BAMAJ6

Record #1, Position: 1212 - 1218, Format: A7

Variable Label: C1 D07C Counselor's major for Bachelor's degree 6-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on 'Search for Major'. Do not enter abbreviations.)

Note: C1BAMAJ6 was logically imputed to C1HIMAJ6 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1BAMAJ2

Record #1, Position: 1219 - 1220, Format: N2.

Variable Label: C1 D07B Counselor's major for Bachelor's degree 2-digit CIP code

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- What was your major field of study for your Bachelor's degree?

(Please type your major in the space below and click on "Search for Major". Do not enter abbreviations.)

Note: C1BAMAJ2 was logically imputed to C1HIMAJ2 for cases where the respondent indicated their highest degree completed was a Bachelor's degree.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1INCDEG

Record #1, Position: 1221 - 1222, Format: N2.

Variable Label: C1 D08 Counselor has started but not completed more advanced degree

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Have you started, but not completed, any work on a degree beyond [highest degree earned]?

(If you have started more than one of the degrees listed below, please select the higher degree.)

No, have not started any other degree

Yes, started but not completed an Associate's degree

Yes, started but not completed a Bachelor's degree

Yes, started but not completed a Master's degree

Yes, started but not completed an Education Specialist diploma

Yes, started but not completed a Ph.D., M.D., law degree, or other high level professional degree

Note: Question wording was customized in the survey instrument such that the respondent's actual highest degree earned appeared in place of "highest degree earned"; response options were conditionally displayed based on respondent's actual highest degree earned.

Code	Value Label	Frequency	Percentage
-5	Data suppressed	944	100.00
TOTALS		944	100.00

Variable Name: C1ENTRY

Record #1, Position: 1223 - 1224, Format: N2.

Variable Label: C1 D09 How counselor entered the school counseling profession

Comment: Variable suppressed with -5 values on the public use file.

Variable Description:

- Which of the following best describes your entry into the school counseling profession?

You became a school counselor immediately after earning your Bachelor's degree

You entered graduate school directly after earning your Bachelor's degree and then became a school counselor immediately after graduate school

You were a teacher prior to becoming a school counselor

You were in another education-related profession prior to becoming a school counselor

You were another type of counselor

You were in a noneducation-related profession prior to becoming a school counselor

Other

<b>Code</b>	<b>Value Label</b>	<b>Frequency</b>	<b>Percentage</b>
-5	Data suppressed	944	100.00
TOTALS		944	100.00